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J. ART'S

# ELEMENTARY GRAMMAR



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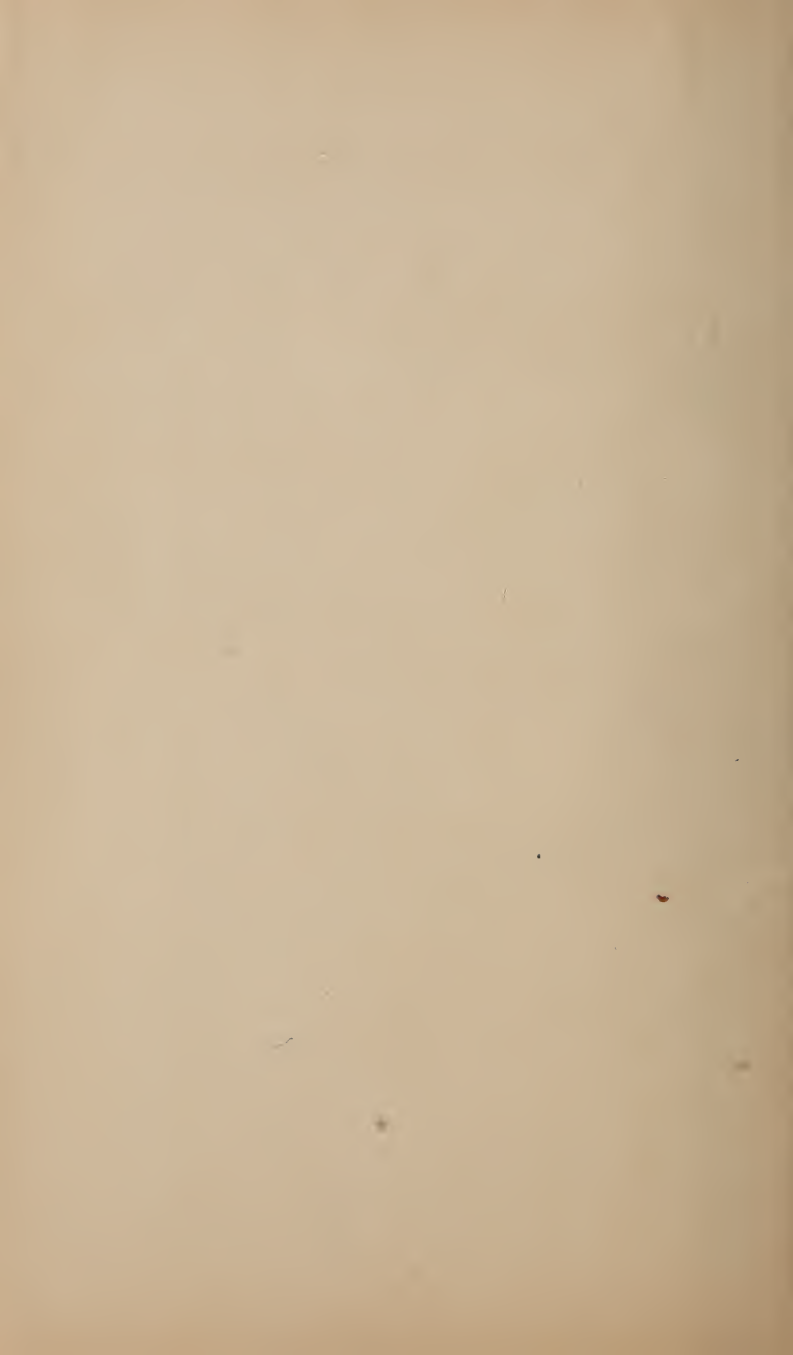














AN  
ELEMENTARY GRAMMAR  
OF THE  
ENGLISH LANGUAGE  
WITH AN  
ANALYSIS OF THE SENTENCE.

BY  
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*REVISED EDITION.*

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## PREFACE TO THE ORIGINAL EDITION.

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IN this volume the author has selected from his larger Grammar those portions which are purely of an elementary character, and which are studied by beginners in first going over the subject. The whole of Prosody, all of the chapter on the Derivation of Words, and the fine print matter of the other portions, are omitted. On the other hand, copious explanations, and a complete series of practical exercises, are appended to the several definitions and rules. The knowledge of each rule and definition is thus thoroughly tested and impressed on the memory before the pupil is allowed to proceed to more advanced knowledge.

The work, as now offered, is the result of long experience in the class-room, and of no little reading and study. The English language and its literature have been for many years the main subjects of the author's inquiry, and he has endeavored in this volume to give the results of his observations in the form which his experience as a teacher has convinced him to be the best adapted to the wants of the learner.

A word as to the method pursued. The author has endeavored to bear in mind that he was writing, not a treatise for the learned, but a text-book for learners. For such a book,—

The first and most imperative demand is CLEARNESS,—clearness of arrangement, and clearness of expression.

Next and hardly less imperative is the demand that the more and the less important should be carefully discriminated, and the difference plainly set forth to the eye.

A third imperative demand is that the rules, definitions, and other matter to be committed to memory, should be expressed with the utmost possible conciseness.

A fourth requisite is that every rule and definition should be supported and illustrated by a goodly array of apt practical examples. These are as necessary in teaching grammar as sums are in teaching arithmetic.

How far these things have been secured is for the reader to judge.



## PREFACE TO THE REVISED EDITION.



THE demands of modern life for a better and quicker acquisition of the principles governing the construction of the English language necessitate a revision of the old forms and methods of technical grammar. While some advocate the retention of the extreme technicality of the past, others insist that it has no place in the elementary school. A third part advocate the acquisition of a knowledge of the essentials, combined with an extensive use of exercises, bearing upon all the vital points of the construction of the language.

To meet this last requirement this revision has been made. Much unnecessary matter has been eliminated. Numerous exercises have been added, and the phraseology has been changed to meet the demands of modern methods with the hope that the change will be acceptable. The revision is submitted to the teachers of the schools, who are the only judges of the value of a school-book.

E. G.





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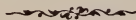


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## ELEMENTARY ENGLISH GRAMMAR.

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Grammar is the science which treats of Language.\*

Grammar is divided into four parts; namely, ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

Orthography treats of *Letters*, Etymology of *Words*, Syntax of *Sentences*, and Prosody of *Versification*.

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\* The matter in this book is divided into two kinds, indicated by two varieties of type, and it is important that the object of this arrangement should be clearly understood.

It is intended that the pupil should first go through the book, learning the matter in the larger type, the declensions and conjugations, such portion of the matter in the smaller type, and such portions of the Exercises, as may be found expedient, with such oral explanations from the teacher as may be necessary.

Having gone over the whole ground once, or perhaps twice, in this way, the pupil will be prepared to take up profitably the remaining portion of the Exercises, and the matter in the smaller type.



## FIRST PART.



### ORTHOGRAPHY.

Orthography treats of LETTERS.

#### I. LETTERS TAKEN SEPARATELY.

Letters are written characters or signs used to represent certain sounds of the human voice.

A letter that is not sounded in speaking is called a *silent letter*.

The letters of any language are called its **Alphabet**.

The English Alphabet contains twenty-six letters.

Letters are divided into **VOWELS** and **CONSONANTS**.

A **Vowel** can be fully sounded by itself.

A **Consonant** cannot be fully sounded unless in connection with a vowel.

#### Vowels.

The **VOWELS** are *a, e, i, o, u*, and sometimes *w* and *y*. All the other letters are **CONSONANTS**.

*W* and *y* are consonants when they precede a vowel sound in the same syllable; as, *won*, *young*; but are vowels in all other places; as, *boy*, *law*.

**A Diphthong** is the union of two vowels in one sound; as, *oi* in *voice*.

**A Triphthong** is the union of three vowels in one sound; as, *ieu* in *adieu*.

The triphthongs are three in number, *eau*, *ieu*, *iew*; as in *beauty*, *lieutenant*, *review*.

*U* after *q* is never counted as part of a diphthong or of a triphthong.

**Exercises.**—Which of the letters in the word *Philadelphia* are vowels? Which are consonants? Name the vowels, consonants, diphthongs, and triphthongs in the following words:

Sounding

Lieutenant

Separation

Abundant

Loitering

Boisterous

Write three words in which *w* is used as a consonant, three in which *y* is used as a consonant, three in which *w* is used as a vowel, three in which *y* is used as a vowel.

Write five words each containing a diphthong, five each containing a triphthong.

## II. WORDS AND SYLLABLES.

**A Word** is a collection of letters used together to represent some idea.

**A Syllable** is so much of a word as can be pronounced by one impulse of the voice; as, *con* in *contain*.

**Spelling** is putting letters together correctly so as to form syllables and words.

**A Sentence** is a number of words put together so as to make complete sense; as, *John wrote a letter*.

A word of one syllable is called a **Monosyllable**; of two, a **Dissyllable**; of three, a **Trisyllable**; of more than three, a **Polysyllable**.

**Example.**—Truth is a *monosyllable*; truth-ful, a *dissyllable*; truth-ful-ness, a *trisyllable*; un-truth-ful-ness, a *polysyllable*.

**Exercise.**—To what class does each of the following words belong?

Nation, uprightness, incomprehensible, authority, frequent, plague, opportunity, horse, element, elementary, robber, vowel, consonant.



## RULES FOR SPELLING.

### RULE I.—Y final.

**Part 1.**—Y final, preceded by a consonant, is changed into *i* on taking a suffix; as, *fanc-y*, *fanc-i-ful*, (not *fanc-y-ful*).

A suffix is a letter or syllable added to the end of a word.

**Exception 1.**—Before *ous*, *y* sometimes becomes *e*; as, *beaut-y*, *beaut-e-ous*.

**Exception 2.**—Before *ing*, *y* is not changed; as, *tarr-y*, *tarr-y-ing*.

**Part 2.**—Y final, preceded by a vowel, is not changed on taking a suffix; as, *play*, *play-er*.

**Exceptions.**—*Day*, which makes *daily*; *lay*, *pay*, and *say*, which make *laid*, *paid*, and *said*, together with various other derivatives and compounds, as *mislaid*, *unpaid*, *unsaid*.

**Exercises.**—Write the words formed by adding *ful* to *mercy*, *plenty*, *bounty*, *duty*, *pity*; by adding *es* and *ing* to *cry*, *pry*, *try*, *apply*, *deny*, *rely*; by adding *er* and *est* to *merry*, *sorry*, *saucy*, *holy*; by adding *hood* to *likely*; *craft* to *handy*; *ed* to *quarry*, *journey*; *ful* to *beauty*, *pity*; *ous* to *glory*, *pity*; *es* to



*melody*; *ous* to *melody*; *ety* to *gay*; *ly* to *gay*, *witty*; *er* to *betray*, *witty*; *ing* to *journey*.

Write five examples of *y* final changed to *i*, under Part 1 of the Rule.

Five examples of *y* final becoming *e*, under Exception 1.

Five examples of *y* final not changed, under Exception 2.

Five examples of *y* final not changed, under Part 2 of the Rule.

#### RULE II.—E final, silent.

**Part 1.**—*E* final, silent, on taking a suffix beginning with a vowel, is dropped; as, *care*, *car-ing*.

**Exception 1.**—*Ie*, on taking the suffix *ing*, is changed into *y*; as, *die*, *dy-ing*.

**Exception 2.**—*Dye* (to color), *hoe*, and *shoe* do not drop *e* on taking the suffix *ing*; as, *dye-ing*, *hoe-ing*, *shoe-ing*.

**Exception 3.**—*Singe*, *swinge*, and *tinge* do not drop *e* on taking the suffix *ing*. This is to retain the soft sound of the *g*, and to distinguish them from the corresponding forms of *sing*, *swing*, *ting*. Thus: *sing-ing*, *swing-ing*, *ting-ing*; *singe-ing*, *swinge-ing*, *tinge-ing*.

**Exception 4.**—*Ce* and *ge*, on taking a suffix beginning with *a*, *o*, or *u*, do not drop the *e*. This is to retain the soft sound of the *c* and *g*. Thus: *service-able*, not *servic-able*; *change-able*, not *chang-able*.

**Part 2.**—*E* final, silent, on taking a suffix beginning with a consonant, is not dropped; as, *care*, *care-ful*.

**Exceptions.**—*Judgment*, *lodgment*, *abridgment*, *acknowledgment*, *argument*; *wisdom*, *nursling*; *duly*, *truly*, *awful*, with some corresponding derivatives of *due* and *true*, such as *duty*, *dutiful*, *truth*, *truthful*.

**Exercises.**—Write the words formed by adding *ing* to *bite*, *force*, *revive*; by adding *able* to *admire*, *adore*, *deplore*; *en* to *ripe*; *ing* to *smoke*, *tie*, *pave*, *trace*, *lie*; *ness* to *ripe*, *repulsive*; *ical* to *sphere*; *ant* to *dispute*; *some* to *tire*; *ment* to *pave*; *able*

to *service*, *cure*, *marriage*, *trace*; *ible* to *defense*; *ous* to *fame* *courage*; *less* to *defense*.

Write five examples of *e* final dropped, under Part 1 of the Rule.

Five examples of *ie* changed to *y*, under Exception 1.

Five examples of *e* final not dropped, under Part 2 of the Rule.

### RULE III.—Words ending in *ll*.

Words ending in *ll* drop one *l* on taking a suffix beginning with a consonant; as, *full*, *ful-ness*; also sometimes on taking a prefix; as, *full*, *hand-ful*; *till*, *un-til*.

**Exercises.**—Write the words formed by adding to *all* the words *though*, *together*; by combining *with* and *all*; by combining *arm* and *full*; *all* and *most*; *all* and *ways*; *full* and *fill*; *well* and *come*; *use* and *full*.

Write five examples of *l* dropped on taking a suffix.

Five examples of *l* dropped on taking a prefix.

### RULE IV.—Doubling the final consonant.

In words accented on the last syllable, a final consonant, if single, and if preceded by a single vowel, is doubled on taking a suffix beginning with a vowel; as, *permit*, *permit-ting*.

Monosyllables, being always accented, come of course under this Rule.

Here are four conditions:

1. The last syllable must have the accent.
2. It must end in a single consonant.
3. This single consonant must be preceded by a single vowel.
4. The suffix must begin with a vowel.

**Exercises.**—Write the words formed by adding *ing* and *ed* to *remit*, *impel*; *ist* to *drug*, *machine*, *novel*, *natural*; *er* to *revel*; *ed* to *fulfil*, *rub*, *fail*, *refer*; *ing* to *squat*, *sail*, *gallop*, *hum*; *ant*

to *assist*; *ent* to *excel*; *ine* to *adamant*; *ate* to *alien*, *origin*; *en* to *red*, *moist*, *fright*; *ar* to *consul*; *er* to *propel*; *ous* to *mountain*; *y* to *mud*, *meal*, *sleep*; *ee* to *commit*, *absent*, *patent*; *ard* to *slug*, *drunk*.

In forming each combination, give the Rule applicable to it.

**Exercises.**—Write:—Ten examples of doubling the final consonant under the Rule. Five examples in which the *first* condition only is wanting. Five, in which the *second* only is wanting. Five, in which the *third* only is wanting. Five, in which the *fourth* only is wanting.

**RULE V.**—The terminations *eive* and *ieve*.

In such words as *receive*, *relieve*, *ei* is used if the letter *c* precedes; as, *receive*, *deceive*; but *ie* is used if any other letter precedes; as, *relieve*, *believe*.

### Miscellaneous Exercises.

Combine the following words and suffixes, making the necessary changes; and show in each case the application of the Rule.

1. Add *ing* to *live*, *assail*, *compel*, *repent*; *est* to *lively*; *so* to *all*; *ish* to *boy*; *ed* to *commit*; *ment* to *commit*.

2. Add *ness* to *happy*, *lovely*; *full* to *art*; *some* to *whole*; *y* to *smoke*, *trick*; *able* to *love*; *th* to *true*; *full* to *truth*; *ness* to *truthful*; *ty* to *due*; *full* to *duty*; *ly* to *dutiful*.

3. Add *ing* to *copy*, *induce*, *propel*, *embroil*, *infer*; *ed* to *copy*, *delay*; *ly* to *whole*; *ment* to *induce*; *ence* to *infer*.

4. Add *er* to *refine*, *libel*; *ment* to *amaze*, *refine*; *ing* to *amaze*, *whip*; *ous* to *glory*, *beauty*; *ed* to *sulphuret*; *ful* to *beauty*.

5. Add *some* to *full*; *full* to *awe*; *fare* to *well*; *ing* to *abet*, *consent*, *remit*, *differ*; *ment* to *fulfil*.

Write the words so combined.

Draw a line through the silent letters.

Mark the accented syllable.



## SECOND PART.



### ETYMOLOGY.

ETYMOLOGY treats of Words.

#### CLASSIFICATION OF WORDS.

The classes of words in English are nine ; namely, ARTICLES, NOUNS, ADJECTIVES, PRONOUNS, VERBS, ADVERBS, CONJUNCTIONS, PREPOSITIONS, and INTERJECTIONS. These classes of words are sometimes called THE PARTS OF SPEECH.

The Parts of Speech may be classed and defined as follows :

##### 1. Name Words.

**Nouns.**—A *Noun* is the name of any person, place, or thing ; as, *John*, *school*, *book*.

##### 2. Representative Words.

**Pronouns.**—A *Pronoun* is a word used instead of a noun ; as, The man is happy because *he* is benevolent.

##### 3. Action Words.

**Verbs.**—A *Verb* is a word used to assert or affirm ; as, *John strikes* the table ; *Mary studies* her lesson.



#### 4. Modifying Words.

**Articles.**—*An Article* is the word *a*, *an*, or *the*, placed before a noun to show whether the noun is used in a definite, or in an indefinite sense.

**Adjectives.**—*An Adjective* is a word used to modify a noun or a pronoun ; as, *A green tree*, *A wise man*, *Brave soldiers*, *She is studious*.

**Adverbs.**—*An Adverb* is a word used to modify a verb, an adjective, or another adverb ; as, *He writes rapidly*, *A very fast horse*, *He wrote very rapidly*.

#### 5. Relation Words.

**Prepositions.**—*A Preposition* is a word placed before a noun or a pronoun to show its relation to some other word ; as, *He writes with a pen*, *He lives in a tent*, *He spoke to them*.

#### 6. Connecting Words.

**Conjunctions.**—*A Conjunction* is a word used to connect words, sentences, and parts of sentences ; as, *John and James study*, *John writes and James reads*, *He is neither strong in body nor sound in mind*.

#### 7. Independent Words.

**Interjections.**—*An Interjection* is a word used in making sudden exclamations ; as, *oh ! ah ! alas !*

Name the part of speech to which each of the following words belongs :

River, sea, see, men, committee, eat, look (2), armory, arm (2), arms, tiger, leopard, sergeant, we, who, my, mine (3), with, great, kind (2), crowd (2), large, and, or, neither, ah, centre, how, up, that, nobody, hill, hilly, mountainous, greatest, an, action, charge (2), giant (2), down, whether, wharf, music, musician, musical, musically, now, never, more.

In the following sentences, name the part of speech of each word :

The enemy is upon us. I did not see him. He lifted his

hand. He will come when he is called. I have no friends who will help me. How can I help my friend? Who is he? What sort of a man is he? Have you heard the news?



## I. THE ARTICLE.

An Article is the word *a*, *an*, or *the* placed before a noun to show whether the noun is used in a definite, or in an indefinite sense.

The articles are *a* and *the*.

*A* is the INDEFINITE Article, *the* is the DEFINITE Article.

The Article *a* is written before a consonant sound; as, *a man*, *a bird*.

The Article *a* is written *an* before a vowel sound; as, *an eagle*, *an old man*.

*O* and *u* sometimes have a consonant sound at the beginning of a word; as, *one*, *unit*.

*H* before a vowel is sometimes silent; as, *hour*, *honor*.

*A* or *an* means one, and is used only before the singular number; as, *a man*, *an apple*.

*The* is used before both numbers; as, *the man*, *the men*.

Articles are sometimes called *limiting* or *definitive adjectives*. As a limiting word an article modifies the word to which it relates.

**Exercises.**—Name the appropriate indefinite article to be used before each of the following words:

Ewe, yew, eye, ear, watch, one-eyed man, European, Indian, umbrella, use, end, day, opening, engineer, horse,

honest, hiatus, human, humble, onion, orchard, usury, unit, eagle.

Write each of these words in a sentence.

Write the following sentences and fill the blanks with the proper article :

— old man and — boy walked on — highway.

— eagle is — noble bird.

— mills of — gods grind slowly.

— water rushed like — torrent down — hillsides.

— honest man is — noblest work of God.

Borneo is — island.

Philadelphia is — city.

— man is known by — company he keeps.

What word does each of the articles used in the preceding sentences modify ?



## II. THE NOUN.

**A Noun** is the name of any person, place, or thing ; as, *John, school, book.*

In the sentence, "Charles went to Boston in the boat," what part of speech is Charles? Why? Boston? Why? Boat? Why?

In the following sentences state which words are nouns, and why?

In coming from Trenton to Philadelphia, I saw John on the boat with a satchel of books in his hand.

The book had good covers, but bad print.

The boy had a knife with a small blade.

The horse in the stable has a good disposition.

Temperance and industry promote health.

Religion exalts a nation.

Beauty is a fading flower.

Write ten nouns, names of persons.

Write ten nouns, names of places.

Write ten nouns, names of things.

## I. CLASSIFICATION OF NOUNS.

Nouns are divided into two general classes, **PROPER** and **COMMON**.

A **Proper noun** is a name given to only one of a class of objects; as, *John, London, Delaware*.

A Proper noun should always begin with a capital letter.

A **Common noun** is a name given to any one of a class of objects; as, *boy, city, river*.

A **Collective noun** is the name of a collection of objects considered as one; as, *army, crowd*. A collective noun is also called a **Noun of Multitude**.

**Exercises.**—Which of the following nouns are Proper? which Common? and which Collective? james, isaiah, prophet, australia, island, regiment, plymouth, town, herd, washington, england, county, flock, elizabeth, woman, class, table, chair, book, hudson.

Which of the foregoing nouns should begin with a capital letter? Write each of these nouns in a sentence.

Write six proper nouns, six common nouns, six collective nouns, and write each one in a sentence.

## II. ATTRIBUTES OF NOUNS.

Nouns have the attributes of **GENDER**, **NUMBER**, **PERSON**, and **CASE**.

### I. GENDER.

**Gender** is the distinction of nouns in regard to **SEX**.

Nouns have three genders, **MASCULINE**, **FEMININE**, and **NEUTER**.



The Masculine Gender denotes objects of THE MALE SEX ; as, *boy, man*.

The Feminine Gender denotes objects of THE FEMALE SEX ; as, *girl, woman*.

The Neuter Gender denotes objects WITHOUT SEX ; as, *book, river*.

### Modes of Distinguishing Gender.

There are three ways of distinguishing gender :

1. By the use of different words ; as, *bachelor, maid ; son, daughter*.

2. By difference of termination ; as, *giant, giantess ; editor, editress*.

3. By prefixing or affixing another word ; as, *man-servant, maid-servant ; land-lord, land-lady*.

#### 1. By the use of different words.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor	maid	King	queen
Beau	belle	Lad	lass
Boy	girl	Lord	lady
Brother	sister	Male	female
Bull	} cow or heifer	Man	woman
Bullock		Master	miss, mistress
Ox		Nephew	niece
Steer		Papa	mamma
Colt	filly	Ram	ewe
Earl	countess	Sir	madam
Father	mother	Son	daughter
Friar, monk	nun	Stag	hind
Gander	goose	Swain	nymph
Horse	mare	Uncle	aunt
Husband	wife	Wizard	witch

and many others.

## 2. By difference of termination.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot	abbess	Heir	heiress
Actor	actress	Hero	heroine
Arbiter	arbitress	Lion	lioness
Author	authoress	Negro	negress
Baron	baroness	Poet	poetess
Benefactor	benefactress	Shepherd	shepherdess
Count	countess	Tailor	tailoress
Deacon	deaconess	Testator	testatrix
Duke	duchess	Bridegroom	bride
Editor	editress	Czar	czarina
Founder	foundress	Don	donna
Giant	giantess	Sultan	sultana

## 3. By prefixing or affixing another word.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Gentleman	gentlewoman	Male-child	female-child
Grandfather	grandmother	Man-servant	maid-servant
He-goat	she-goat	Peacock	peahen
Landlord	landlady	Schoolmaster	schoolmistress

Some nouns denote objects which may be either male or female; as, *bird, parent*. These are said to be of the Common gender.

**Exercises.**—Name each of the nouns in the following sentences, state whether it is a proper noun or a common noun, and state the gender of each.

The teacher explained the lesson to the boys and the girls.

Mary made a fan of the feathers of a peacock.

The hunter killed a deer and its fawn.

The king and the queen were on the throne.

The landlord turned the man, his wife, and their children out of the house.

Mr. Dale bought a horse and a colt for two hundred dollars.

The shepherdess kept watch over her sheep.

John caught a fish in the lake.

My uncle, aunt, and cousin have gone home.

Write five nouns of the masculine gender, five of the feminine gender, five of the neuter gender, and five of the common gender.

## II. NUMBER.

Number is that attribute of Nouns which indicates whether ONE or MORE than ONE is meant.

Nouns have two numbers; the SINGULAR and the PLURAL.

The Singular Number denotes ONE, the Plural Number denotes MORE THAN ONE.

### Modes of Forming the Plural.

#### 1. Plural in *s*.

Nouns are usually made Plural by adding *s* to the Singular; as, *book, books*.

**Exercise.**—Write the plural of house, room, chair, book, bee, bird, dog, cat, pen, pencil, noun, poet, tree, flower, ship.

#### 2. Plural in *es*.

Nouns ending in *ch soft*, *s*, *sh*, *x*, and *z*, are made Plural by adding *es*; as, *church, churches*; *miss, misses*; *lash, lashes*; *box, boxes*; *topaz, topazes*.

Nouns ending in *o* differ as to the mode of forming the plural. Some form the plural by adding *es*; as, *cargo, cargoes*. Others form the plural by adding simply *s*; as, *canto, cantos*.

**Exercises.**—Write the plural of dish, peach, larch, match, latch, dash, lash, kiss, mess, moss, loss, muss, mass, fuss, rush, hiss, wish, sash, fish, quiz, fox, miss, lynx, radish, rhombus, negro, Cato, echo, buffalo, bamboo, lasso, potato, trio, motto, halo.

Write sentences each containing one or more of these nouns.

Re-write the sentences changing the number of the nouns.

### 3. Plural in *ves*.

Most nouns ending in single *f*, or in *fe*, are made Plural by changing *f* or *fe* into *ves*; as, *loaf*, *loaves*; *life*, *lives*.

Nouns ending in double *f* form the plural according to the general rule; as, *muff*, *muffs*.

**Exercises.**—Write the plural of wharf, half, cuff, leaf, beef, calf, thief, wife, roof, life.

Write sentences each containing one or more of these nouns.

Re-write the sentences, changing the number of the nouns.

### 4. Plural in *ies*.

Nouns ending in *y* after a consonant are made Plural by changing *y* into *ies*; as, *lady*, *ladies*.

Nouns ending in *y* after a vowel do not change *y* into *ies*, but form the plural by the general rule; as, *day*, *days*.

**Exercises.**—Write the plural of ray, toy, chimney, tray, artery, Monday, February, buoy, boy, attorney, valley, money, whisky, whiskey, fancy, fairy, sky, penny.

Write sentences each containing one or more of these nouns.

Change the number to the plural form and re-write the sentences.

### 5. Nouns irregular in the Plural.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man	men	Tooth	teeth
Woman	women	Goose	geese
Child	children	Mouse	mice
Foot	feet	Louse	lice
Ox	oxen		

Write sentences each containing one or more of these nouns.

**Exercises.**—Change the following nouns into the plural, and give the rule for each change :

Sky, church, army, wolf, knife, leaf, wish, crucifix, fish, crutch, monarch, peach, patriarch, kiss, sex, pony, ox, calf, muff, loaf, radish, valley, turkey, half, money, thief.

Name all the nouns in the following sentences, and state in regard to each (1) whether it is proper or common, (2) its gender, and (3) its number :

James and his sister study their lesson in the same book.

I learned the facts from Mary while going home.

Many pigeons were seen on the top of the house.

Mice are great thieves; they exercise their nimble feet when they hear the cat coming.

### III. PERSON.

**Person** is the distinction of nouns in their relation to the speaker.

Nouns have three persons, **FIRST**, **SECOND**, and **THIRD**.

**The First person** is **THE SPEAKER**; **the Second person** is **THE ONE SPOKEN TO**; **the Third person** is **THE ONE SPOKEN OF**.

**Examples.**—First person, "*I, Paul, beseech you;*" second person, "*Children, obey your parents;*" third person, "*The children obey their parents.*"

**Exercises.**—Indicate all the nouns in the following sentences, and state in regard to each (1) whether it is proper or common, (2) its gender, (3) its number, and (4) its person :

I, the captain of this company, gave the order.

John, take the slate into the next room.

Parents are kind to their children.

Parents, be kind to your children.

Write five sentences containing nouns of the second person, five of the third person.



## IV. CASE.

Case distinguishes the relation of a noun or a pronoun to other words in the same sentence.

Nouns have three cases, NOMINATIVE, POSSESSIVE, and OBJECTIVE.

The Nominative Case is that in which a noun IS THE SUBJECT OF A VERB; as, *The girl* reads.

The Possessive Case is that which DENOTES OWNERSHIP OR POSSESSION; as, *Mary's* book.

The Objective Case is that in which THE NOUN IS THE OBJECT OF SOME VERB OR PREPOSITION; as, "*Mary wrote a letter.*" "*William went into the street.*"

**How to find the Nominative.**—The subject of the verb may be found by putting "who" or "what" before the verb and asking the question. Example: "*A man bought a hat.*" Who bought? Ans. Man. Therefore, "man" is the subject of the verb "bought," and is in the nominative case.

**Exercises.**—Name the subject of each verb in the following sentences:

A butcher killed a calf.

John hurt William.

William hurt John.

A horse kicked a man.

A man kicked a horse.

Idleness produces poverty.

Poverty produces idleness.

**How to find the Objective.**—The object of a verb or of a preposition may be found by putting "whom" or "what" after the verb or the preposition and asking the question. Examples: "*William hurt his sister.*" Hurt whom? Ans. Sister. Therefore, "sister" is the object of the verb "hurt."

“William went into the street.” Into what? Ans. Street. Therefore, “street” is the object of the preposition “into.”

**Exercises.**—Name the object of each verb and preposition in the following sentences :

John lost his book in the street.

Mary studied her lesson from the book.

William gave a ball to John.

The horse kicked the man.

The butcher killed the calf.

Lucy found a dollar on the floor.

Henry caught a fish in the creek.

The leaves fall from the trees in Autumn.

Name the object of each of the prepositions in the following sentence :

William placed his hat on the table in the parlor at the time of recess when the boys were at dinner.

Name all the nouns in the following sentences, and tell in regard to each (1) whether it is common or proper, (2) its gender, (3) its number, (4) its person, (5) its case :

John's dog caught a rabbit in the meadow.

Samuel has a pencil in the pocket of his vest.

Elizabeth saw a man in the field.

The boys found a nest on a tree in the grove.

Harry and his cousin caught a large fish in the lake.

Mary's brother lost his knife in the road.

Charles rode in his brother's carriage.

The boys caught a squirrel in the hedge.

John's friend left his books in the car.

Write five sentences containing a noun in the nominative case ; five in the possessive case ; five in the objective case in which the noun is the object of a verb, five in which the noun is the object of a preposition.

## Formation of the Possessive.

The Possessive Singular is formed from the nominative singular by adding an *apostrophe* (') and *s*.

The Possessive Plural is formed from the nominative plural by adding an apostrophe only when the plural ends in *s*, and by adding both the apostrophe and *s* when the plural does not end in *s*.

**Exercises.**—Write the following nouns in the possessive case singular: dog, man, baby, boy, James, Thomas, Jane.

Write the following nouns in the possessive case plural: attorney, lawyer, mother, beauty, ox, monarch, dandy, dray.

## Declension of Nouns.

An arrangement of the different forms of the gender, number, person, or case of a noun or a pronoun is called its **DECLENSION**.

<i>Singular.</i>			<i>Plural.</i>		
Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
Friend	friend's	friend	Friends	friends'	friends
Man	man's	man	Men	men's	men
Church	church's	church	Churches	churches'	churches
Lady	lady's	lady	Ladies	ladies'	ladies
Jones	Jones's	Jones	Joneses	Joneses'	Joneses

**Exercises.**—Decline *fox, farmer, Benjamin, James, city, attorney, lass, miss*.

Write the possessive case, singular, of *Agnes, Robert Morris, Roger Williams, Martin Van Buren, John Quincy Adams, maid-of-all-work*.

Write the possessive case, singular and plural, of *baby, colony, landlady, dray, calf, mulatto, ox, ox-cart, mouse*.

Write the singular and plural forms of each of these words in sentences.

Name all the Articles and the Nouns in the following sentences. Name the gender, number, person, and case of each noun. Name the verb and give its subject :

Mary's dress was torn.

John's knife is sharp.

Mary lost a book in the street.

John's dog caught a rabbit in the grove.

Mary's kitten ran down the stairs.

The boys caught a fish in the lake.

John caught a squirrel in a trap.

Lucy's sister found a dollar on the floor.

Henry's cousin killed a snake in the meadow.

Mary's book was found by John in the street.



### III. THE ADJECTIVE.

An **Adjective** is a word used to modify a Noun or a Pronoun ; as, A *green* tree, A *wise* man, *Brave* soldiers, She is *studious*.

The adjective does not always stand immediately before the noun which it modifies or describes. Thus we may say, The *studious* girl, or, The girl is *studious*. In either case, the word "studious" describes or modifies girl.

Nouns become adjectives when they are used to express some quality of another noun ; as, *gold* ring, *sea* water.

Adjectives are sometimes used as nouns, and admit of number and case ; as, our *superiors*, his *bettors*, by *fifties*, for *twenty's* sake.

**Exercises.**—You have a pretty book. What part of speech is *book*? What word is here used to describe the book? What part of speech is *pretty*? What is an adjective?

Name three other words that you can put before the word book, telling what kind of a book it is.

Put a modifying word in the blank space before each of the nouns in the following sentence : I saw a —— boy with a —— knife cutting a —— stick. What are these three modifying words?

Name the adjective in each of the following sentences :

Jane has a new dress.

John has a sharp knife.

The lesson is not difficult.

They went home by the wrong road.

The bird was thought to be beautiful.

How hot you have made the fire.

Name the nouns, articles, and adjectives in the following sentences :

This new slate is broken into many pieces.

I had a pleasant dream last night.

Wicked men do not have good thoughts.

A merry heart maketh a glad countenance.

The old window is so dirty that you cannot see the new houses on the hill.

Use the following adjectives with a noun : fast, rich, bad, new, wise, black, first, clean, happy, old, beautiful, industrious, troublesome, soft, plentiful, hungry.

Write five sentences, each containing an article, an adjective, and a noun.

## I. NUMERAL ADJECTIVES.

Adjectives which express number are called **Numerals**.

Numeral Adjectives are of three kinds, **CARDINAL**, **ORDINAL**, and **MULTIPLICATIVE**.



The Cardinal Adjectives denote the number or quantity ; as, *one, two, three, four*.

The Ordinal Adjectives denote the order or arrangement ; as, *first, second, third, fourth*.

The Multiplicatives denote how many times ; as, *single, double, triple*.

## II. COMPARISON OF ADJECTIVES.

Adjectives are varied by COMPARISON.

The Degrees of Comparison are three, POSITIVE, COMPARATIVE, and SUPERLATIVE.

The Positive Degree expresses the quality ; as, *small, wise*.

The Comparative Degree expresses the quality in a higher or lower degree ; as, *smaller, wiser*.

The Superlative Degree expresses the quality in the highest or lowest degree ; as, *smallest, wisest*.

### Regular Comparison.

The Comparative Degree of Adjectives of one syllable is usually formed by adding *er*, and the Superlative by adding *est*, to the Positive ; as, *great, greater, greatest*.

Adjectives of more than one syllable are usually compared by prefixing to the Positive the words *more* and *most*, *less* and *least* ; as, *numerous ; more numerous, most numerous ; less numerous, least numerous*.

Dissyllables ending in *ow, y, or e* are usually compared by adding *er* and *est* ; as, *narrow, narrower, narrowest ; happy, happier, happiest ; able, abler, ablest*.

Some adjectives form the Superlative by adding *most* to the end of the word ; as, *upper, uppermost*.

## Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad	worse	worst
Little	less	least
Much	more	most
Far	{ farther { further	{ farthest { furthest

Compare the following adjectives: large, small, straight, high, long, wide, deep, heavy, happy, wealthy, lovely, lonely, beautiful, beloved, foolish, troublesome, unhappy, little, good, bad.

## Exercises.

Name the Nouns, Articles, and Adjectives in the following sentences. Name the gender, number, person, and case of each of the nouns. What does each of the adjectives and articles modify? Name the degree of the adjectives used. Name the verb and its subject:

A wise son maketh a glad father.

William wanted a sweeter orange.

A large vessel came to New York.

The beautiful landscape resembles a bright picture.

He gave a double eagle for a silk dress for his third daughter.

Twenty large vessels sailed up the river in one day.

Write five examples of adjectives used in the positive degree.

Write these adjectives in the comparative and in the superlative degrees.

Write five sentences, each containing one of these adjectives.

Write three sentences, each containing a cardinal adjective; three, each containing an ordinal adjective; three, each containing a multiplicative adjective.

# IV. THE PRONOUN.

A Pronoun is a word used instead of a noun ; as, "The man is happy, because *he* is benevolent."

Pronouns are divided into three classes ; PERSONAL, RELATIVE, and ADJECTIVE.

Personal and Relative Pronouns have Gender, Number, Person, and Case. Adjective Pronouns have Number only.

## I. PERSONAL PRONOUNS.

The Personal Pronouns are, *I, thou, he, she, it* ; and their plurals, *we, you, they*.

The Personal Pronouns are so called because they denote person by themselves, without reference to any other word.

The pronoun *it* is sometimes used indefinitely, that is, without referring to any other word ; as, *It* snows.

### Declension of the Personal Pronouns.

#### FIRST PERSON—Masc. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>I</i>	Nom.	<i>we</i>
Poss.	<i>my, or mine</i>	Poss.	<i>our, or ours</i>
Obj.	<i>me.</i>	Obj.	<i>us.</i>

#### SECOND PERSON—Mas. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>thou</i>	Nom.	<i>you</i>
Poss.	<i>thy, or thine</i>	Poss.	<i>your, or yours</i>
Obj.	<i>thee.</i>	Obj.	<i>you.</i>

#### THIRD PERSON—Masculine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>he</i>	Nom.	<i>they</i>
Poss.	<i>his</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>him.</i>	Obj.	<i>them.</i>

## THIRD PERSON—Feminine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>she</i>	Nom.	<i>they</i>
Poss.	<i>her, or hers</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>her.</i>	Obj.	<i>them.</i>

## THIRD PERSON—Neuter.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>it</i>	Nom.	<i>they</i>
Poss.	<i>its</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>it.</i>	Obj.	<i>them.</i>

## Remarks on the Personal Pronouns.

The person, gender, number, and case of a personal pronoun are usually indicated by the form of the pronoun.

**Exception 1.**—In the first and second persons, however, the gender is not indicated by the form of the pronoun, “I, thou, we, you.” The pronoun will be of the same gender as the noun to which the pronoun refers. Thus, in the sentence, “Mary, will *you* bring me the book?” “you” is feminine, because it refers to Mary. If the noun referred to is not given, as, “Will *you* bring me the book?” we say that the pronoun is either masculine or feminine.

**Exception 2.**—So in the third person plural, “they, theirs, them,” the gender is not indicated by the form of the pronoun, but must be found by referring to the noun for which the pronoun stands. Thus, in the sentences, “The boys were here when you saw *them*,” “The girls were here when you saw *them*,” “The books were here when you saw *them*,” the pronoun “them” in the first sentence is masculine, feminine in the second, and neuter in the third.

**Exception 3.**—In the second person plural, “you,” and in the third person singular neuter, “it,” the nominative and objective cases have the same form. Therefore, in any particular instance, to know whether “you” and “it” are nominative or objective, we must refer to the general meaning of the sentence.

### Exercises.

In the following sentences, name the nouns, pronouns, adjectives, and articles. Name the class, properties, and use of each. State what each article and each adjective modifies. To what noun does each pronoun refer? In what case is each pronoun? Name the verbs in each sentence, and name the subject of each.

Mary lent her book to her cousin.

John lost his knife in the grove.

My cousin brought her books with her.

The girls recited their lessons to the teacher.

The teacher said to the boys of her class, "I wish you to take your slates and raise them quietly."

See how it rains. It is a dark night.

Write eight sentences, each containing one or more personal pronouns.

### Compound Personal Pronouns.

The Compound Personal Pronouns are *myself*, *thyself*, *himself*, *herself*, and *itself*, with their plurals, *ourselves*, *yourselves*, *themselves*.

**Exercise.**—Write eight sentences, each containing one or more of the compound personal pronouns.

## II. RELATIVE PRONOUNS.

The Relative Pronouns are, *who*, *which*, *what*, and *that*.

The Relative Pronouns are so called because they relate to some word going before, called the antecedent; as, "The *boy who* wishes to be learned must be studious."

A Relative Pronoun is always of the same gender, number, and person as its antecedent.



*Who* is used in speaking of persons ; as, "The gentleman *who* called," "The lady *who* sang."

*Which* is used in speaking of inferior animals, or of things without life ; as, "The horse *which* was bought," "The pencil *which* you gave to me."

*That* is sometimes used instead of *who* or *which*.

*What*, as a relative, takes the place of *which* whenever the antecedent is omitted, and is equivalent to the thing *which* or the things *which*, hence, may be either singular or plural.

"This is the thing *which* I wanted." If we omit the antecedent (thing), *which* must be changed to *what*. "This is *what* I wanted."

*Who* and *which* are alike in both numbers, and are thus declined :

*Sing. and Plur.*

Nom. *who*

Poss. *whose*

Obj. *whom*

*Sing. and Plur.*

Nom. *which*

Poss. *whose*

Obj. *which*.

*What* and *that* are indeclinable.

**Exercise.**—Write four sentences, each containing one or more relative pronouns.

### Compound Relatives.

The Compound Relatives are, *whoever*, *whosoever*, *whichever*, *whichsoever*, *whatever*, *whatsoever*. They are formed by adding *ever* and *soever* to the relatives *who*, *which*, and *what*.

*Whosoever* is regularly declined like *who* ; thus,

	<i>Sing. and Plur.</i>
Nom.	<i>whosoever</i>
Poss.	<i>whosoever</i>
Obj.	<i>whomsoever.</i>

The other Compound Relatives are indeclinable.

**Exercise.**—Write six sentences, each containing one or more of the compound relative pronouns.

### Interrogatives and Responsives.

In *asking* questions, *who*, *which*, and *what* are called *Interrogatives*.

In *answering* questions, *who*, *which*, and *what* are called *Responsives*.

**Exercises.**—In the following sentences, name the nouns, pronouns, articles, and adjectives. Give the class, properties, and use of each.

We should avoid all habits which injure the health.

A thief, who stole a cow which belonged to a poor man, was caught in the trap which had been laid for him.

Children, who fear the Lord, obey their parents.

The man, of whom I bought the knife, which I lost, gave a better knife to me in its place.

The bird, whose nest John robbed, uttered pitiful cries.

Write three sentences, each containing an interrogative; three, each containing a responsive.

### III. ADJECTIVE PRONOUNS.

The Adjective Pronouns are so called because they modify or limit a noun in the manner of an adjective; they are frequently called Pronominal Adjectives.

The Adjective Pronouns are subdivided into three classes: Distributive, Demonstrative, and Indefinite.

## I. DISTRIBUTIVES.

The Distributive Adjective Pronouns are *each*, *every*, *either*, *neither*.

The Distributive Adjective Pronouns are so called, because they refer separately and singly to each person or thing of a number of persons or things. The Distributives, therefore, are all in the singular number.

*Each* is used when speaking of two or more; as, "*Each* of you must go directly home." This will be correct whether it is addressed to two persons, or to more than two.

*Every* is never used except when speaking of more than two. Example: "*Every* one of you must go directly home." This would not be correct if addressed to only two persons.

*Each* and *every* mean all that make up the number, although taken separately.

*Either* means one or the other, but not both. It is used, therefore, when speaking of but two persons or things.

*Neither* means not either.

**Exercise.**—Write four sentences, each containing a distributive adjective pronoun.

## II. DEMONSTRATIVES.

The Demonstrative Adjective Pronouns are *this* and *that*, with their plurals, *these* and *those*.

The Demonstrative Adjective Pronouns are so called, because they point out in a definite manner the objects to which they relate; as, "*This* boy recited well, but *that* boy did not;" "*These* men are officers, but *those* men are privates."

**Exercise.**—Write four sentences, each containing a demonstrative adjective pronoun.

## III. INDEFINITES.

The Indefinite Adjective Pronouns are *any*, *all*, *such*, *some*, *both*, *one*, *none*, *other*, *another*.

The Indefinite Adjective Pronouns are so called because they point out in an indefinite manner the objects to which they relate.

*One, other, another* are sometimes used as nouns. When thus used, they are declined. Thus:

<i>Sing.</i>	{	Nom.	<i>One</i>	<i>Sing.</i>	{	Nom.	<i>Other</i>
		Poss.	<i>One's</i>			Poss.	<i>Other's</i>
		Obj.	<i>One</i>			Obj.	<i>Other</i>
<i>Plur.</i>	{	Nom.	<i>Ones</i>	<i>Plur.</i>	{	Nom.	<i>Others</i>
		Poss.	<i>Ones'</i>			Poss.	<i>Others'</i>
		Obj.	<i>Ones.</i>			Obj.	<i>Others.</i>

**Exercises.**—In the following sentences, name the nouns, pronouns, articles, and adjectives used. Give the class, properties, and use of each. Give a reason for your answer in each case. What does each article and each adjective modify? To what does each pronoun refer? Name each verb and its subject:

Every person who receives these favors, should be thankful for them.

The father said to his son, "Do you remember any of those stories which your teacher told in either of his lectures?"

Where is that book which I gave to you on Monday, and that other book which you received on Tuesday? Ans. I have both books; each is in its right place.

Write ten sentences, each containing one or more of the indefinite adjective pronouns.



## V. THE VERB.

A Verb is a word used to assert or affirm; as, "John *strikes* the table."

**Exercises.**—Suppose I say, "John walks;" what do I

assert or affirm of John? Ans. That he *walks*. What part of speech is *walks*? What is a verb?

In the following sentences, what words are subjects? What words assert or affirm something of the subjects? What are these words called? Why?

The man rode on a horse.

The girl spoke to me.

Clouds move over the earth.

The man eats his dinner.

The boy went to school early.

The slate fell and broke.

Water runs down hill.

I heard a loud noise.

William looks sick.

Charles is here.

The horse was in the field.

The fish are in the lake.

John was in the boat.

The boys were in the barn.

The girls are in the parlor.

The horses were in the stable.

**Exercises.**—A verb is necessary to make a complete sentence, that is, a sentence in which something is asserted or affirmed. In the following sentence, supply some word which will complete the sentence and make it affirm something: Susan —— into the house. What part of speech is the word ——? What is a verb?

Supply a verb in each of the following sentences:

The rain —— upon the earth.

I —— you there.

They —— him in the field.

The cows —— in the meadow.



Birds ——— in the air.

The boys ——— in school.

Summer ——— hotter than winter.

The horse ——— the wagon.

## I. ATTRIBUTES OF VERBS.

Verbs have the attributes of VOICE, MOOD, TENSE, NUMBER, and PERSON.

Certain parts of the verb are called PARTICIPLES.

### I. VOICE.

**Voice** is that attribute of the verb which denotes whether the subject of the verb *acts*, or *is acted upon*.

Verbs have two voices, the Active, and the Passive.

The **Active Voice** is that form of the verb which denotes that the subject acts, or does the thing mentioned ; as, John *strikes* the table.

The **Passive Voice** is that form of the verb which denotes that the subject is acted upon ; as, "The table *is struck* by John."

**Exercises.**—In what voice is the verb in each of the following sentences? Change the voice of the verb where possible, and write the sentence with the verb so changed.

The birds flew over the house.

Mary studies her lessons.

The lessons were studied by Mary.

Henry caught a fish in the lake.

The squirrel was caught in the trap by John.

The sheep were watched by the shepherd.

The soldiers marched to the fort.

The fish were caught in a net by the sailor.

The army is commanded by the general.

Write three sentences containing a verb in the Active Voice. Three, containing a verb in the Passive Voice.

## II. MOOD.

**Mood** is that attribute of a verb by which it denotes the manner or way in which the assertion is expressed.

Verbs have five Moods: the Indicative, the Subjunctive, the Potential, the Imperative, and the Infinitive.

The **Indicative Mood** is that form of the verb in which the assertion is expressed directly and without limitation; as, *He writes*.

The Indicative mood is also used in asking direct questions; as, Does the sun shine? Does my mother love me? This is sometimes called the Interrogative form.

The **Subjunctive Mood** is that form of the verb in which the assertion is expressed as a supposition, a wish, or a future contingency; as, If it *rain* this afternoon, you must not go. I *would* I *were* a boy again. Though he *fall*, he shall not be utterly cast down.

The Subjunctive mood is generally preceded by a conjunction, such as *if, though, although, unless, except, whether, lest*.

The Subjunctive mood is always accompanied by another verb in some other mood. Without this it cannot make complete sense. Thus, If he study diligently, he will improve.

The **Potential Mood** is that form of the verb which expresses possibility, liberty, power, willingness, or obligation; as, he *can write*; he *may write*; he *must write*; you *could write*.

**Explanation.**—To say, A thing *may be*, or *might be*, ex-

presses possibility. To say, *You may do it*, or *You might do it*, is giving liberty to do it. To say, *You can do it*, or *You could do it*, shows that you have the power to do it. To say, *You would do it*, expresses a willingness to do it. To say, *You must do it*, expresses an obligation to do it.

The Potential mood is also used in asking questions; as, *May I write? Must I write?*

A verb in the Potential mood is always accompanied by some one of the words, *may, can, must, might, could, would, should*; and this accompanying word is considered a part of the verb.

The Imperative Mood is that form of the verb which is used to command, exhort, entreat, or permit; as, *Write the copy according to the directions; Father, forgive us.*

The subject of a verb in the Imperative mood is always *thou* or *you*, but it is seldom expressed. Example: "*Sit still,*" means "*Thou or you sit still.*"

The Infinitive Mood is that form of the verb which is not limited to a subject, or which has no subject; as, *To write.*

**Exercises.**—In the following sentences select all the verbs, and state the voice and mood of each:

Charles studies his lesson.

The boys caught a rabbit in the woods.

The rabbit was caught by the boys.

The lesson was assigned by the teacher.

If he study his lesson he will improve.

Though he slay me yet will I trust him.

If the lesson be recited properly, the class will be dismissed.

Mary must return home when her task is finished.

The letter may be returned by the postman.

If I had a book I would study the lesson.

Charles, bring me that book.

Boys, study your lessons.

God said, "Children, obey your parents." You should keep this commandment, if you wish to obtain the reward, which he promises, that your days may be long in the land.

The shepherd takes care of his sheep. If they wander near a precipice, he uses a crook to draw them away, for they are timid animals. If he ran towards them, they might fall over into the gulf.

Listen to the merry bells. I listen to them with delight. You may listen to them without growing weary, if you delight to listen to sweet music.

Write three sentences, each containing a verb in the Indicative mood; three in each of the other Moods.

With a given subject write five sentences containing verbs in the indicative mood.

With other given subjects write five sentences in the subjunctive mood,—in the potential mood,—in the imperative mood.

### III. TENSE.

Tense is that attribute of a verb by which it expresses distinctions of TIME.

There are six Tenses: the Present, the Past, the Future, the Present-Perfect, the Past-Perfect, and the Future-Perfect.

The Present, Past, and Future are called Primary Tenses; the Present-Perfect, Past-Perfect, and Future-Perfect are called Secondary Tenses.

The Present Tense is that form of the verb which denotes simply present time; as, I *write*.

The Past Tense is that form of the verb which denotes simply past time ; as, I *wrote*.

The Future Tense is that form of the verb which denotes simply future time ; as, I *shall write*.

The Present-Perfect Tense is that form of the verb which denotes what is past and finished, but which is connected also with the present time ; as, I *have written* a letter this week.

**Explanation.**—An event may be past and finished, when the period of time referred to is not all past, but comes down to the present moment. Thus: “I have recited my lesson this morning.” Here “this morning” is the period of time referred to, and this period is not all past yet. But the reciting of the lesson was completed in a period of time of which the present time is a part. It is therefore a past and finished act, but connected also with the present time.

The Past-Perfect Tense is that form of the verb which denotes what was past and finished, before some other event which is also past ; as, I *had written* the letter, before it was called for.

**Explanation.**—An event may have happened some time ago, and before another event which also happened some time ago. Thus: “I had washed my hands when they called me to breakfast.” Here the washing and the calling both occurred in past time, but the washing occurred before the calling.

The Future-Perfect Tense is that form of the verb which denotes a future time prior to some other time which is itself future ; as, I *shall have written* the letter before it will be called for.

**Explanation.**—Here, the writing of the letter and the calling for it are both future. They are both to take place



hereafter. But the writing will be done and finished before the calling for it.

**Exercises.**—Name the tense of each of the verbs contained in the following sentences:

I have many friends.

He is strong in hope.

John was hopeful of the result.

We have studied our lessons to-day.

Will you read so that you can be heard?

Washington determined to attack the enemy.

Though he was rich, yet for our sakes he became poor.

Rainy and cold as it was, we were compelled to go out.

James should have answered when his name was called.

He had reached this decision after he came to the place.

I shall have studied my lesson before you are prepared to go out.

In what voice and mood is each verb given?

Write sentences each containing one or more of the following verbs:

Speak, hear, bring, obey, praise, blame, whistle, rejoice, deceive, betray, sleep, go, play, retire, listen.

Change the tense of the verbs used in the sentences given.

#### IV. PARTICIPLES.

A Participle is that form of the verb which partakes of the nature both of a verb and of an adjective.

The Participles are three: the Present, the Past or Perfect, and the Compound-Perfect.

The Present Participle denotes that which is now in progress; as, *going, being, living, working*. The Present participles all end in *ing*.

The Past or Perfect Participle denotes that which

is complete or finished ; as, *written, stolen, added*. It either ends in *ed*, or has an irregular form, as shown in the list of irregular verbs.

The **Compound-Perfect Participle** denotes that which is finished before something else mentioned ; as, *having written, having stolen, having added*.

**Exercises.**—In the following examples, name the participle, tell the kind, and state how it is used :

The bells are ringing.

She sat near him, writing a letter.

Stones came rattling from the cliff.

Mary, being disgusted, retired from the room.

A cunning fox, prowling around a farmyard, saw some chickens scratching vigorously for the grain hidden among the chaff.

Having concealed his valuables, he came from his hiding place and, approaching the visitors, desired to know their mission. They, surprised at his appearance, and becoming alarmed, left him standing in the road.

#### V. NUMBER AND PERSON.

Verbs have variations of form, to correspond with the number and person of their subject. These variations are called the Numbers and Persons of the verb.

Verbs have two numbers, Singular and Plural ; and three Persons : First, Second, and Third. Thus :

<i>Singular.</i>		<i>Plural.</i>	
<i>First Person.</i>	I am.	<i>First Person.</i>	We are.
<i>Second Person.</i>	Thou art.	<i>Second Person.</i>	You are.
<i>Third Person.</i>	He is.	<i>Third Person.</i>	They are.

#### II. CLASSES OF VERBS.

Verbs are divided into the following classes : TRANSITIVE, INTRANSITIVE ; REGULAR, IRREGULAR ; DEFECTIVE, and AUXILIARY.

## I. TRANSITIVE AND INTRANSITIVE VERBS.

A **Transitive Verb** is one which requires an objective case to complete the meaning ; as, James *writes* a letter.

An **Intransitive Verb** is one which does not require an objective case to complete the meaning ; as, John *sleeps*."

**Explanation.**—In the sentences, "James touched *Peter*," "James touched *him*," if the object is left out, and we say simply "James touched," the meaning is incomplete.

Some verbs are used both transitively and intransitively ; as, "He reads well," "He reads a book."

Intransitive verbs are not used in the Passive Voice : thus, we may say *to laugh*, but not *to be laughed*.

**Exercises.**—Which of the following verbs are transitive, and which are intransitive ? Hurt, lift, walk, sit, believe, forget, say, rise, raise, fly, go, depart.

In the following sentences, state which verbs are transitive and which are intransitive :

The fire burns.

Bees make honey.

The eagle screams.

Foxes eat chickens.

James caught a fish.

Roses bloom in June.

The boy raked the field.

Thou shalt not destroy life.

The eagle eats small animals.

Iron is found in Pennsylvania.

Tall oaks grow from little acorns.

The hunter found the crow's nest and destroyed it.

Write sentences, each containing one or more of the following verbs in the active voice :

Lead, know, see, fear, pursue, punish, contemplate, desire, build, scare.

Rewrite the sentences, changing the verb to the passive form.

## II. REGULAR AND IRREGULAR VERBS.

A **Regular Verb** is one that forms its Past Tense and its Past Participle by the addition of *ed* to its present tense ; as, Present, *walk* ; Past, *walked* ; Past Participle, *walked*.

An **Irregular Verb** is one that does not form its Past Tense and Past Participle by the addition of *ed* to its present tense ; as, Present, *write* ; Past, *wrote* ; Past Participle, *written*.

### Examples of Regular Verbs.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
Live,	lived,	lived.
Love,	loved,	loved.
Instruct,	instructed,	instructed.
Portray,	portrayed,	portrayed.
Walk,	walked,	walked.

**Exercises.**—Write ten regular verbs. Write ten sentences, each containing one or more of these verbs.

### The Irregular Verbs.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Abide,	abode,	abode.
Am, —Is,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, awaked,	awaked.
Bear ( <i>to bring forth</i> ),	bore, bare,	born.
Bear ( <i>to carry</i> ),	bore,	borne.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Beat,	beat,	beat, beaten.
Begin,	began,	begun.
Bend,	bended, bent,	bended, bent.
Bereave,	bereaved, bereft,	bereaved, bereft.
Beseech,	besought,	besought.
Bestride,	bestrid, bestrode,	bestrid, bestridden.
Bid,	bid, bade,	bid, bidden.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built, builded,	built, builded.
Burn,	burned, burnt,	burned, burnt.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, catched,	caught, catched.
Chide,	chid,	chid, chidden.
Choose,	chose,	chosen, chose.
Cleave ( <i>to split</i> ),	cleft, clove,	cleft, cloven.
Cling,	clung,	clung.
Clothe,	clothed, clad,	clothed, clad.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Crow,	crew, crowed,	crowed.
Cut,	cut,	cut.
Dare ( <i>to venture</i> ),	dared, durst,	dared.
Deal,	dealed, dealt,	dealed, dealt.
Dig,	dug, digged,	dug, digged.
Do,	did,	done.
Draw,	drew,	drawn.
Dream,	dreamed, dreamt,	dreamed, dreamt.
Drink,	drank,	drunk.



<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Drive,	drove,	driven.
Dwell,	dwelled, dwelt,	dwelled, dwelt.
Eat,	eat, ate,	eat, eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got, gotten.
Gild,	gilded, gilt,	gilded, gilt.
Gird,	girded, girt,	girded, girt.
Give,	gave,	given.
Go,	went,	gone.
Grave,	graved,	graven, graded
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hanged, hung,	hanged, hung.
Have,	had,	had.
Hear,	heard,	heard.
Heave,	heaved, hove,	heaved.
Hew,	hewed,	hewed, hewn.
Hide,	hid,	hid, hidden.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	kneeled, knelt,	kneeled, knelt.
Knit,	knit, knitted,	knit, knitted.
Know,	knew,	known.
Lade,	laded,	laded, laden.
Lay,*	laid,	laid.

\* Lay (transitive), *To place; to put; to cause to lie.*

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie,*	lay,	lain.
Light,	lighted, lit,	lighted, lit.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant,	meant.
Meet,	met,	met.
Mow,	mowed,	mowed, mown.
Pay,	paid,	paid.
Pen ( <i>to coop</i> ),	penned, pent,	penned, pent.
Put,	put,	put.
Quit,	quit, quitted,	quit, quitted.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid, ridded,	rid, ridded.
Ride.	rode,	ridden.
Ring,	rang, rung,	rung.
Rise,	rose,	risen.
Rive,	rived,	rived, riven.
Run,	ran, run,	run.
Say,	said,	said.
Saw,	sawed,	sawed, sawn.
See,	saw,	seen.
Seek,	sought,	sought.
Seethe,	seethed,	seethed, sodden.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,†	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shaped, shapen.

\* Lie (intransitive), *To be at rest in a horizontal position; to recline; to rest; to remain.*

† Set (transitive), *To place; to affix; to adjust; to plant; (intransitive), To fall below the horizon, as the sun.*

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Shave,	shaved,	shaved, shaven.
Shear,	sheared,	sheared, shorn.
Shed,	shed,	shed.
Shine,	shone, shined,	shone, shined.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Show,	showed,	shown, showed.
Shred,	shred,	shred.
Shrink,	shrunk,	shrunk.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,*	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slid, slidden.
Sling,	slung,	slung.
Slink,	slunk,	slunk.
Slit,	slit, slitted,	slit, slitted.
Smell,	smelled, smelt,	smelled, smelt.
Smite,	smote,	smitten, smit.
Sow,	sowed,	sowed, sown.
Speak,	spoke, spake,	spoken.
Speed,	sped, speeded,	sped, speeded.
Spell,	spelled, spelt,	spelled, spelt.
Spend,	spent,	spent.
Spill,	spilled, spilt,	spilled, spilt.
Spin,	spun,	spun.
Spit,	spit, spat,	spit.
Split,	split, splitted,	split, splitted.
Spoil,	spoiled, spoilt,	spoiled, spoilt.
Spread,	spread,	spread.
Spring,	sprung, sprang,	sprung.
Stand,	stood,	stood.
Stave,	staved, stove,	staved, stove.

---

\* Sit: To be in any local position; to rest; to hold a session; to incubate.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Stay,	stayed, staid,	stayed, staid.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stunk,	stunk.
Strew,	strewed,	strewed, strewn.
Stride,	strid, strode,	strid, stridden.
Strike,	struck,	struck, stricken.
String,	strung,	strung.
Strive,	strove,	striven.
Swear,	swore,	sworn.
Sweat,	sweat, sweated,	sweat, sweated.
Sweep,	swept,	swept.
Swell,	swelled,	swelled, swollen.
Swim,	swam, swum,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	thrived,	thrived, thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trod, trodden.
Weave,	wove,	woven, wove.
Weep,	wept,	wept.
Wet,	wet, wetted,	wet, wetted.
Win,	won,	won.
Wind,	wound,	wound.
Work,	worked, wrought,	worked, wrought.
Wring,	wrung,	wrung.
Write,	wrote,	written.

**Exercises.**—Fill the blanks with the proper verb *sit* or *set* in the following sentences :

— down and rest.

A hen — on eggs.

We — on a horse.

We — around the table.

The sun — at five o'clock.

We — the duck on her nest.

He — down to take a short rest.

The boys — by the lake watching the fish.

### III. DEFECTIVE VERBS.

A Defective Verb is one that is not used in all the Moods and Tenses ; as, *must*, *ought*, *quoth*.

### IV. AUXILIARY VERBS.

An Auxiliary Verb is one which helps to form the Moods and Tenses of other verbs.

The auxiliary verbs are, *shall*, *may*, *can*, *must*, *be*, *do*, *have*, and *will*.

**Exercise.**—Give the meaning of each of the auxiliary verbs, and write each of them in a sentence.

### Remarks on the Auxiliary Verbs.

Auxiliary, or helping, verbs are so called because by their help the other verbs form most of their moods and tenses.

*Be*, *do*, *have*, and sometimes *will*, are also used as principal verbs ; as, they *may be* here ; they *do* nothing ; they *have* nothing ; they *will* it to be so. As principal verbs, they have all the moods and tenses which other verbs have.

*Be*, as an Auxiliary, is used in all its moods, tenses, numbers, and persons, in forming the passive voice of other verbs ; as, I *am* loved, I *was* loved, I *have been* loved.



## III. CONJUGATION.

The Conjugation of a verb is the orderly arrangement of its voices, moods, tenses, numbers, and persons.

The verb "To Be" is irregular and intransitive, and has no voice. Voice is an attribute of transitive verbs only.

Conjugation of the Verb *To Be*.

## INDICATIVE MOOD.

*Present Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

*Past Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I was.	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

*Future Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I shall be.	1. We shall be.
2. Thou wilt be.	2. You will be.
3. He will be.	3. They will be.

*Present-Perfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I have been.	1. We have been.
2. Thou hast been.	2. You have been.
3. He has been.	3. They have been

*Past-Perfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I had been.	1. We had been.
2. Thou hadst been.	2. You had been.
3. He had been.	3. They had been.

*Future-Perfect Tense.*

*Singular.*

*Plural.*

- |                         |                         |
|-------------------------|-------------------------|
| 1. I shall have been.   | 1. We shall have been.  |
| 2. Thou wilt have been. | 2. You will have been.  |
| 3. He will have been.   | 3. They will have been. |

SUBJUNCTIVE MOOD.

*Present Tense.*

*Singular.*

*Plural.*

- |                |                |
|----------------|----------------|
| 1. If I be.    | 1. If we be.   |
| 2. If thou be. | 2. If you be.  |
| 3. If he be.   | 3. If they be. |

*Past Tense.*

*Singular.*

*Plural.*

- |                  |                  |
|------------------|------------------|
| 1. If I were.    | 1. If we were.   |
| 2. If thou wert. | 2. If you were.  |
| 3. If he were.   | 3. If they were. |

POTENTIAL MOOD.

*Present Tense.*

*Singular.*

*Plural.*

- |                   |                 |
|-------------------|-----------------|
| 1. I may be.      | 1. We may be.   |
| 2. Thou mayst be. | 2. You may be.  |
| 3. He may be.     | 3. They may be. |

*Past Tense.*

*Singular.*

*Plural.*

- |                     |                   |
|---------------------|-------------------|
| 1. I might be.      | 1. We might be.   |
| 2. Thou mightst be. | 2. You might be.  |
| 3. He might be.     | 3. They might be. |

*Present-Perfect Tense.*

*Singular.*

*Plural.*

- |                          |                        |
|--------------------------|------------------------|
| 1. I may have been.      | 1. We may have been.   |
| 2. Thou mayst have been. | 2. You may have been.  |
| 3. He may have been.     | 3. They may have been. |

*Past-Perfect Tense.**Singular.*

1. I might have been.
2. Thou mightst have been.
3. He might have been.

*Plural.*

1. We might have been.
2. You might have been.
3. They might have been.

## IMPERATIVE MOOD.

*Present Tense.**Singular.*

2. Be, or be thou.

*Plural.*

2. Be, or be you.

## INFINITIVE MOOD.

*Present.* To be.*Present-Perfect.* To have been.

## PARTICIPLES.

*Present.* Being.*Past or Perfect.* Been.*Compound-Perfect.* Having been.

## Remarks on the Conjugation.

In the formation of the Futures, we have two Auxiliaries, *shall* and *will*. For the expression of simple futurity, we use *shall* in the First Person, and *will* in the Second and Third Persons, as given in the table. On the other hand, by using *will* in the First Person, we express the determination of the speaker for himself and associates; by using *shall* in the Second and Third Persons, we express the determination of the speaker as to the actions or states of others. In other words, *shall* in the First Person, and *will* in the Second and Third Persons, foretell or express a future action. *Will* in the First Person, and *shall* in the Second and Third Persons, express a promise or a threat.

The singular form, *thou art*, is now used only in acts of worship, or on other solemn occasions. In ordinary discourse, in addressing one person, we say *you are*, *you were*, etc., the meaning being singular, although the form is plural.

In the third person, the subject of the verb may be any of the personal pronouns, *he, she, it*; any of the relative pronouns, *who, which, what, that*, etc., or any noun. For convenience in reciting the conjugations, one subject only is inserted.

In the Potential mood the auxiliary may be—

In the Present tense, *may, can, or must*;

In the Past tense, *might, could, would, or should*;

In the Present-Perfect tense, *may have, can have, or must have*;

In the Past-Perfect tense, *might have, could have, would have, or should have*.

**Exercises.**—Fill the blanks with *shall* or *will*:

— I set the table?

I — go to town this afternoon, but my sister — go to-morrow.

How old — you be in October?

Mary is determined that the boy — help her.

— I call the boys?

We — have to run to catch the train.

She — meet you at her cousin's house.

— I call for you as I pass the house?

If you — come into the next room, I think we — see him.

— I be permitted to speak to the lady?

I — drown, nobody — help me.

— we be contented?

You — be satisfied.

I — go to the circus.

There — be no danger as father — go.

When — I receive the money?

What dress — I wear?

They — not remain in the house.

— you take part in the exercises?

I wonder if Lucy — remember to tell her mother.

Do you think we — have a good time?

### Conjugation of the verb *To Love*.

#### I. ACTIVE VOICE.

#### INDICATIVE MOOD.

##### *Present Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I love.	1. We love.
2. Thou lovest.	2. You love.
3. He loves.	3. They love.

##### *Past Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I loved.	1. We loved.
2. Thou lovedst.	2. You loved.
3. He loved.	3. They loved.

##### *Future Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I shall love.	1. We shall love.
2. Thou wilt love.	2. You will love.
3. He will love.	3. They will love.

##### *Present-Perfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I have loved.	1. We have loved.
2. Thou hast loved.	2. You have loved.
3. He has loved.	3. They have loved.

##### *Past-Perfect Tense.*

<i>Singular.</i>	<i>Plural.</i>
1. I had loved.	1. We had loved.
2. Thou hadst loved.	2. You had loved.
3. He had loved.	3. They had loved.



*Future-Perfect Tense.*

*Singular.*

*Plural.*

- |                          |                          |
|--------------------------|--------------------------|
| 1. I shall have loved.   | 1. We shall have loved.  |
| 2. Thou wilt have loved. | 2. You will have loved.  |
| 3. He will have loved.   | 3. They will have loved. |

SUBJUNCTIVE MOOD.

*Present Tense.*

*Singular.*

*Plural.*

- |                  |                  |
|------------------|------------------|
| 1. If I love.    | 1. If we love.   |
| 2. If thou love. | 2. If you love.  |
| 3. If he love.   | 3. If they love. |

*Past Tense.*

*Singular.*

*Plural.*

- |                   |                   |
|-------------------|-------------------|
| 1. If I loved.    | 1. If we loved.   |
| 2. If thou loved. | 2. If you loved.  |
| 3. If he loved.   | 3. If they loved. |

POTENTIAL MOOD.

*Present Tense.*

*Singular.*

*Plural.*

- |                     |                   |
|---------------------|-------------------|
| 1. I may love.      | 1. We may love.   |
| 2. Thou mayst love. | 2. You may love.  |
| 3. He may love.     | 3. They may love. |

*Past Tense.*

*Singular.*

*Plural.*

- |                       |                     |
|-----------------------|---------------------|
| 1. I might love.      | 1. We might love.   |
| 2. Thou mightst love. | 2. You might love.  |
| 3. He might love.     | 3. They might love. |

*Present-Perfect Tense.*

*Singular.*

*Plural.*

- |                           |                         |
|---------------------------|-------------------------|
| 1. I may have loved.      | 1. We may have loved.   |
| 2. Thou mayst have loved. | 2. You may have loved.  |
| 3. He may have loved.     | 3. They may have loved. |

*Past-Perfect Tense.**Singular.*

1. I might have loved.
2. Thou mightst have loved.
3. He might have loved.

*Plural.*

1. We might have loved.
2. You might have loved.
3. They might have loved.

## IMPERATIVE MOOD.

*Present Tense.**Singular.*

Love, or love thou.

*Plural.*

Love, or love you.

## INFINITIVE MOOD.

*Present.* To love.*Present-Perfect.* To have loved.

## PARTICIPLES.

*Present.* Loving.*Past or Perfect.* Loved.*Compound-Perfect.* Having loved.

## II. PASSIVE VOICE.

The **Passive Voice** of a verb is formed by placing before its Past Participle the various moods, tenses, numbers, and persons of the verb *To be*.

## INDICATIVE MOOD.

*Present Tense.**Singular.*

1. I am loved.
2. Thou art loved.
3. He is loved.

*Plural.*

1. We are loved.
2. You are loved.
3. They are loved.

*Past Tense.**Singular.*

1. I was loved.
2. Thou wast loved.
3. He was loved.

*Plural.*

1. We were loved.
2. You were loved.
3. They were loved.

*Future Tense.*

*Singular.*

1. I shall be loved.
2. Thou wilt be loved.
3. He will be loved.

*Plural.*

1. We shall be loved.
2. You will be loved.
3. They will be loved.

*Present-Perfect Tense.*

*Singular.*

1. I have been loved.
2. Thou hast been loved.
3. He has been loved.

*Plural.*

1. We have been loved.
2. You have been loved.
3. They have been loved.

*Past-Perfect Tense.*

*Singular.*

1. I had been loved.
2. Thou hadst been loved.
3. He had been loved.

*Plural.*

1. We had been loved.
2. You had been loved.
3. They had been loved.

*Future-Perfect Tense.*

*Singular.*

1. I shall have been loved.
2. Thou wilt have been loved.
3. He will have been loved.

*Plural.*

1. We shall have been loved.
2. You will have been loved.
3. They will have been loved.

SUBJUNCTIVE MOOD.

*Present Tense.*

*Singular.*

1. If I be loved.
2. If thou be loved.
3. If he be loved.

*Plural.*

1. If we be loved.
2. If you be loved.
3. If they be loved.

*Past Tense.*

*Singular.*

1. If I were loved.
2. If thou wert loved.
3. If he were loved.

*Plural.*

1. If we were loved.
2. If you were loved.
3. If they were loved.

## POTENTIAL MOOD.

*Present Tense.**Singular.*

1. I may be loved. . .
2. Thou mayst be loved.
3. He may be loved.

*Plural.*

1. We may be loved.
2. You may be loved.
3. They may be loved.

*Past Tense.**Singular.*

1. I might be loved.
2. Thou mightst be loved.
3. He might be loved.

*Plural.*

1. We might be loved.
2. You might be loved.
3. They might be loved.

*Present-Perfect Tense.**Singular.*

1. I may have been loved.
2. Thou mayst have been loved.
3. He may have been loved.

*Plural.*

1. We may have been loved.
2. You may have been loved.
3. They may have been loved.

*Past-Perfect Tense.**Singular.*

1. I might have been loved.
2. Thou mightst have been loved.
3. He might have been loved.

*Plural.*

1. We might have been loved.
2. You might have been loved.
3. They might have been loved.

## IMPERATIVE MOOD.

*Present Tense.*

2. Be loved, *or* be thou loved.
2. Be loved, *or* be you loved.

## INFINITIVE MOOD.

*Present.* To be loved.    *Present-Perfect.* To have been loved.

## PARTICIPLES.

*Present.* Being loved.    *Past or Perfect.* Loved.  
*Compound-Perfect.* Having been loved.

**Exercises.**

Conjugate the verb

*Come*, in the Active voice, Indicative mood, Present tense.

*Do*, in the Active voice, Potential mood, Present-Perfect tense.

*Study*, in the Active voice, Subjunctive mood, Past tense.

*Know*, in the Passive voice, Indicative mood, Future-Perfect tense.

*Leave*, in the Passive voice, Potential mood, Past-Perfect tense.

*Tell*, in the Passive voice, Subjunctive mood, Past tense.

Write all the Participles of the verbs given in the preceding exercises.

**III. PROGRESSIVE FORM.**

The **Progressive Form** of a verb is that form which represents the action as in progress, or incomplete.

The Progressive form of any verb is made by placing before its Present Participle the various moods, tenses, numbers, and persons of the verb *to be*. Thus: I am writing, I was writing, I shall be writing.

**Exercises in the Progressive Form.**

Conjugate the verb "sing" through all the tenses of the Indicative mood, in the Progressive form.

Conjugate "learn" through the Subjunctive mood, Progressive form.

Conjugate "write" through the Potential mood, Progressive form.

Conjugate "stand" through the Imperative and Infinitive moods, Progressive form.

**IV. EMPHATIC FORM.**

The **Emphatic Form** of a verb is that in which the assertion is expressed with emphasis.



The Emphatic Form of a verb is made by placing before it the verb *do* as an auxiliary.

The Emphatic Form is used only in the Present and Past tenses of the Indicative and Subjunctive moods, Active voice, and in the Imperative mood, both Active and Passive.

### Conjugation of the verb *To Love*, in the Emphatic Form.

#### INDICATIVE MOOD.

##### *Present Tense.*

###### *Singular.*

1. I do love.
2. Thou dost love.
3. He does love.

###### *Plural.*

1. We do love.
2. You do love.
3. They do love.

##### *Past Tense.*

###### *Singular.*

1. I did love.
2. Thou didst love.
3. He did love.

###### *Plural.*

1. We did love.
2. You did love.
3. They did love.

#### SUBJUNCTIVE MOOD.

##### *Present Tense.*

###### *Singular.*

1. If I do love.
2. If thou do love.
3. If he do love.

###### *Plural.*

1. If we do love.
2. If you do love.
3. If they do love.

##### *Past Tense.*

###### *Singular.*

1. If I did love.
2. If thou did love.
3. If he did love.

###### *Plural.*

1. If we did love.
2. If you did love.
3. If they did love.

IMPERATIVE.

*Active—Present Tense.*

*Singular.* Do (thou) love.      *Plural.* Do (you) love.

*Passive—Present Tense.*

*Singular.* Do (thou) be loved.      *Plural.* Do (you) be loved.

The participle of a transitive verb, with its object, is called a *participial phrase*, and is adjectival in character.

The infinitive form of a transitive verb is called an *infinitive phrase*, and is adverbial or adjectival in character.

**Exercises.**—In the following sentences and paragraphs, name each part of speech, its class, its properties, and its use. State what each article and each adjective modifies. Name the word to which each pronoun refers. Name the voice, mood, tense, number, and person of each verb. Name the gender, number, person, and case of each noun and pronoun. Name the subject of each verb. Name the participles. Name the phrases, and tell the kind, its use, and state what it modifies.

Mary loves her mother.

Charles lent his book to his brother.

George has studied his lesson.

Henry had studied his lessons before the teacher arrived.

I shall have finished my task before my father returns.

Charles will read his book.

If John study, he will improve.

Though he slay me, yet will I trust in him.

Unless you hurry, you will be left.

The boys may go into the woods to play.

William could attend to the business for you, if he were here.

The soldiers must obey the orders of their officers.

You must study, if you desire to excel.

Pity the sorrows of a poor old man.

Fear God and keep his commandments.

Mary is loved by her friends.

The teacher was respected by his pupils.

The lesson has been recited by each member of the class.

You will be promoted, if you persevere in your endeavor to improve.

The prisoner will be brought before the judge, to-morrow, to hear his sentence.

Be industrious, and you will succeed.

Be studious, and you will improve.

Charles is studying his lesson.

The boys are hunting for rabbits in the woods.

If he were more attentive, he might have escaped the punishment, which, he thought, was so grievous to be borne.

When the mail shall have arrived, I will send immediately for my letters; and I will send replies to them by the next mail.

Charles had sufficient time to study his lesson before he was called to his breakfast. William appears to have studied his lesson, and to have had time for exercise.

I have not seen my dictionary; do tell me where it is, if you know. I did not use it at home. I cannot learn my lesson without it. Somebody must have hidden it to vex me. Ask the maid; perhaps she put it away. I will take care, to-morrow, to put it in the closet before I go out to play.

If it were raining while you were walking to the city, you should have carried your umbrella, or you should have waited under some shelter until the rain had ceased. Be more prudent, or you may impair your health.

The child, seeing its mother, ran to meet her.

Mary, walking in the woods, found a beautiful fern.

The snow, falling rapidly, soon covered the ground.

A man deserving blame should be censured.

Washington died honored by all his countrymen.

The house, destroyed by fire, was soon rebuilt.

The laborer, fatigued with the toil of the day, returned to his home.

The exercise written by Charles was admired by all.

The boys, having recited their lessons, were dismissed.

The thief, having stolen the horse, made his escape.

John, having written his composition, gave it to the teacher.

The sun having risen, the clouds disappeared.

The general, being advised of the approach of the enemy, ordered his troops into line of battle.

The father being informed of his son's death, exhibited great sorrow.

Charles, being aroused from his slumber, discovered that the house was on fire.

The day being far spent, we returned to our homes.

The lesson having been recited, the class was dismissed.

The fire having been extinguished, the crowd dispersed.

War having been declared, the regiments were rapidly mustered into service.

The physician having been called, pronounced it a hopeless case.

He had a dagger concealed under his coat.

Honor, defined by Cicero, is the approbation of good men.

William, being successful in his examination, expects promotion.

William, having been successful in his examination, was promoted.

William, having succeeded in his examination, expects to be promoted.

The fire breaking out in the night, and the night being dark, the house was destroyed, the inmates barely escaping

with their lives, with their clothing scorched, and some with limbs broken or bodies mutilated.

Thomas being employed at his studies, could not engage in the sports of the younger members of the family ; but, having completed his lessons, he looked on their sports delighted, and joined in them with pleasure.

Having been informed that the enemy was approaching, and being without arms, the general ordered his men to prepare to retreat to a place concealed from the enemy's view, lest the enemy, seeing their defenceless condition, should make an easy conquest.

**Exercises.**—Write three sentences each containing a Present Participle, Active ; three, Compound-Perfect, Active : three, Present-Passive ; three, Perfect-Passive ; three, Compound-Perfect, Passive.



## VI. THE ADVERB.

An Adverb is a word used to modify a Verb, an Adjective, or another Adverb ; as, He writes *rapidly*. A *very* fast horse. He wrote *very* rapidly.

Some words are used sometimes as adverbs, and sometimes as adjectives. Among these are the following : *little, less, least, better, best, much, more, most, no, only, well, ill, still, first*. If any of these words modifies a noun, it is an adjective ; but, if it modifies a verb, an adjective, or another adverb, then it is an adverb.

**Examples.**—"I have *no* money, and I can support you *no* longer." The first "*no*" is an adjective, modifying the noun "*money*." The second "*no*" is an adverb, modifying the adverb "*longer*."

"He could not behave *worse*, nor deserve a *worse* punishment." The first "*worse*" is an adverb, modifying the verb



“behave.” The second “worse” is an adjective, modifying the noun “punishment.”

**Exercises.**—Write sentences containing the words little, less, least, better, more, first, ill, best, used as adjectives. Write sentences containing the same words used as adverbs.

### Comparison of Adverbs.

Many Adverbs are varied by Comparison.

Some Adverbs are compared by adding *er* and *est* to the Positive ; as, *soon*, *sooner*, *soonest*.

Adverbs ending in *ly* are compared by prefixing *more* and *most*, *less* and *least* ; as, *happily*, *more happily*, *most happily* ; *less happily*, *least happily*.

### Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Well	better	best
Ill	worse	worst
Badly	worse	worst
Much	more	most
Far	farther	farthest.

### Classes of Adverbs.

Adverbs are divided into classes, according to their signification. The most important of these classes are

1. **Adverbs of Manner or Quality** ; as, *well*, *ill*, *swiftly*, *smoothly*, *truly*, with a great many others formed from adjectives by adding the termination *ly*. This is by far the most numerous class of adverbs.

2. **Adverbs of Place** ; as, *here*, *there*, *where*, *hither*, *thither*, *whither*, *hence*, *whence*, *somewhere*, *nowhere*.

3. **Adverbs of Time** ; as, *now*, *then*, *when*, *ever*, *never*, *soon*, *often*, *seldom*, *lately*, *yearly*, *yesterday*, *to-morrow*.

4. **Adverbs of Quantity**; as, *much, little, sufficiently, enough, scarcely.*

5. **Adverbs of Direction**; as, *downward, upward, forward, backward, homeward, heavenward, hitherward, thitherward.*

6. **Adverbs of Number, Order, etc.**, including all those formed from the Numeral Adjectives; as, *first, secondly, thirdly; once, twice, thrice; singly, doubly, triply.*

7. **Adverbs of Affirmation and Negation**; as, *yes, no, verily, indeed, nay, nowise, doubtless.*

8. **Adverbs of Interrogation**; as, *how, why, when, where, whither, whence.*

9. **Adverbs of Comparison**; as, *more, most, less, least, better, best, very, exceedingly, nearly, almost.*

10. **Adverbs of Uncertainty**; as, *perchance, perhaps, peradventure, possibly, probably.*

**Exercises.**—Write ten or more verbs; write each of these verbs in a sentence. Modify each of them in the sentence given by an adverb.

Write ten or more adjectives; write each of them in a sentence. Modify each of these adjectives in the sentence by an adverb.

Write ten or more adverbs; write each of them in a sentence. Modify, if possible, each of the adverbs given in the sentence by another adverb.

Write three sentences, each containing an adverb of Manner or Quality; three, each containing an adverb of Place; three, each containing an adverb of Time; three, each containing an adverb of Quantity.

In the following sentences, name the part of speech of each word, its class, its attributes, and its use. Name each verb used and give its subject. Name the articles, adjectives, and adverbs used as modifiers, and tell what they modify.

Charles reads well.

Mary sang sweetly.

The horse runs swiftly.

He was to meet me here.  
 Great men are greatly admired.  
 Thus the farmer sows his seed.  
 The lady sang so very sweetly that she was greatly applauded.  
 Remember now thy Creator in the days of thy youth.  
 John knows where to catch the largest fish.  
 I know a spot where the wild rose blooms.  
 We had scarcely reached the wharf when the boat left.  
 The boys will return from school to-morrow.  
 Mary will probably arrive promptly.  
 Softly, slowly, toll the bell.  
 He will certainly secure the reward.  
 Probably he will return in time.  
 He was absent twice in one week.  
 We had nearly reached our destination when the sun set.  
 Perhaps the excursion will be postponed.  
 You must write more carefully ; you are the least careful writer in the class.  
 You will first recite the first paragraph on the first page.  
 How can you behave so badly ?  
 Why do you neglect your duty ?  
 The farmer homeward turned his weary steps, and cast his eyes upward to gaze upon the sky, while he thought cheerfully of those at home.



## VII. THE CONJUNCTION.

A **Conjunction** is a word used to connect words, sentences, and parts of sentences ; as, John *and* James study ; John writes *and* James reads ; He is *neither* strong in body *nor* sound in mind.

The following are the principal Conjunctions.

Also	but	nor	therefore
Although	either	or	though
And	for	since	unless
As	if	than	wherefore
Because	lest	that	whether
Both	neither	then	yet

**Exercises.**—Write ten sentences, each containing one or more of the Conjunctions named in the list.

In the following sentences, name the part of speech of each word, its class, its attributes, and its use. Name the conjunctions, and tell what they connect :

Any coward can fight a battle when he is sure of winning.

Mary and John have gone to town.

John and James study.

James writes and John reads.

Charles studies his lessons carefully, but John is very negligent with his lessons.

The boy wrote well, though his hands were badly injured.

He supported his mother, though he was quite young.

I cannot go to school, because the weather is so bad.

It is so dark that I cannot see.



## VIII. THE PREPOSITION.

A **Preposition** is a word placed before a noun or a pronoun to show its relation to some other word ; as, He writes *with* a pen ; He lives *in* a tent ; He spoke *to* them.

The principal relations indicated by Prepositions are *time, place, cause, possession, manner, etc.*

There are two classes of Prepositions, *Simple* and *Compound*.

Simple Prepositions are those which are not compounded with any other word.

A preposition with its related word is called a *prepositional phrase*. Phrases of this kind are adjectival or adverbial, and modify nouns, adjectives, verbs, or adverbs after the manner of adjectives and adverbs.

The Simple Prepositions are nineteen, viz. :

At	from	past	to
After	in	round	under
By	of	since	up
Down	on	through	with
For	over	till	

**Exercises.**—Write ten sentences, each containing one or more of the simple prepositions.

Write five or more sentences, each containing a prepositional phrase.

State whether the phrases in the sentences you have written are used as adjectives or as adverbs.

Compound Prepositions are those which are formed by uniting two words or parts of words.

The Compound Prepositions are

Above	before	toward
About	behind	towards
Across	below	unto
Against	beneath	into
Along	beside	within
Amid or amidst	besides	without
Among or amongst	between or betwixt	throughout
Around	beyond	underneath
Athwart	upon	

**Exercises.**—Write ten sentences, each containing one or more of the Compound Prepositions named in the list.



In the following sentences and paragraphs, name the part of speech of each word, its class, its attributes, and its use. Select the prepositional phrases, and state whether they modify as adjectives or as adverbs:

John went to Boston on the boat.

The old mill stood beside the road.

The city of Philadelphia is situated between two rivers.

He went in a carriage, drawn by two horses, on a fine day in the morning, into the city after his sister. As he rode over the roads and through the streets, he saw objects before him with which he was greatly pleased.

When the widow stood beside the grave of her husband, she thought over his many acts of kindness towards her. Now he was to rest beneath the clods of the valley, and she was to be left without a partner. The good minister told her to look for comfort in her affliction unto her heavenly Father, and to think of that blissful abode above the weary world, and of that better life beyond the grave.



## IX. THE INTERJECTION.

An **Interjection** is a word used in making sudden exclamations ; as, *oh ! ah ! alas !*

The principal Interjections are

Adieu	ha	hist	lo
Ah	hail	ho	O
Aha	halloo	hum	oh
Alack	hark	hush	pshaw
Alas	he	huzza	see
Begone			

**Exercise.**—Write ten sentences, each containing one or more of the interjections.

# WORDS USED AS DIFFERENT PARTS OF SPEECH.

As, meaning *because*, or *since*, is a Conjunction. Example:  
As the wind was favorable, we set sail. It is also a part of the Correlative Conjunction *as—so*, and of several Complex Conjunctions, *as well as*, etc.

As, in all other cases, is an Adverb.

BEFORE, AFTER, TILL, and UNTIL, when followed by a noun or a pronoun in the objective case, are Prepositions; as,

Come *before* dinner.

Come *after* dinner.

Wait *till* midnight.

Wait *until* your turn.

BEFORE, AFTER, TILL, and UNTIL, when not followed by a noun or a pronoun in the objective case, are Adverbs; as,

Come *before* I have dined.

Come *after* I have dined.

Wait *till* I have dined.

Wait *until* I have dined.

BOTH is an Adjective, when it means *the two*; as, *Both* shoes need mending.

BOTH is a Conjunction in all other cases; as, I *both* love and respect him.

BUT is a Preposition, when it means *except*; as, He lost all his books *but* (except) his dictionary.

BUT is an Adverb, when it means *only*; as, I *but* (only) touched him and he cried.

BUT is a Conjunction in all other instances.

EITHER is a Distributive Adjective Pronoun, when it means *one of the two*; as, *Either* of the boys may do it.

EITHER is a Conjunction in all other cases.

NEITHER is a Distributive Adjective Pronoun, when it means *not one of the two*.

NEITHER is a Conjunction in all other cases.

FOR is a Conjunction when it means *because*, and is used in giving a reason; as, I obey him, *for* he is my father, that is, because he is my father.

FOR is a Preposition in all other cases.

SINCE, meaning *for the reason that*, is a Conjunction; as, *Since* it is your wish, I will certainly do it.

SINCE, when placed before a noun denoting a period of time, is a Preposition; as, I have had no food *since* Monday.

SINCE, in other cases, is an Adverb.

THEN, meaning *in that case*, or *therefore*, is a Conjunction; as, If all this be so, *then* I am right.

THEN, in all other instances, is an Adverb.

THAT is a Relative Pronoun when *who*, *whom*, or *which* may be used in its place; as, He is the wisest man *that* lives in our village.

THAT is a Demonstrative Adjective Pronoun when *the* may be used instead of it; as, "*That* house which I see," means "*the* house which I see."

THAT is a Conjunction in all other cases; as, He wears warm clothes *that* he may not catch cold. Here, *who*, *whom*, *which*, or *the*, could not be used for *that*.

WHAT is a Relative Pronoun when *that* *which* or *those which* can be used in its stead; as, Eat *what* is set before you. That is, Eat *that which* is set before you.

WHAT is an Interrogative Pronoun when used to ask a question; as, *What* do you see?

WHAT is an Adjective Pronoun when joined with a noun, but not asking a question; as, *What* wonders he performed. He gave *what* money he had to the poor.

WHAT, when uttered as a mere exclamation, and to denote surprise, is an Interjection; as, *What!* abuse your mother!

WHILE, meaning *to pass* or *spend* time, is a Verb; as, They managed to *while* away the hour very pleasantly.

WHILE, meaning *a portion of time*, is a Noun ; as, Let us sing a *while*.

WHILE, meaning *during the time that*, is an Adverb ; as, The act was done *while* I was absent.

YET, meaning *nevertheless, notwithstanding*, is a Conjunction ; as, Though he slay me, *yet* will I trust in him.

YET, meaning *up to a certain time, or over and above*, is an Adverb ; as, Has the boy come *yet*? I will give you *yet* one more reason.



## THIRD PART.



### SYNTAX AND ANALYSIS.

**Syntax** treats of putting words together into sentences.

**Analysis** treats of the separation of a sentence into the parts which compose it.



#### I. SYNTAX.

##### General Observations.

A **Sentence** is a number of words put together so as to make complete sense ; as, *Man is mortal*.

The principal parts of a sentence are the *Subject* (or nominative) and the *Predicate* (or verb).

A **Phrase** is a number of words, connected in meaning, but not containing a predicate, and not making by themselves complete sense ; as, “The good man, *in the midst of his usefulness*, has departed. In this sentence, the words, *in the midst of his usefulness*, form a phrase.



Phrases in their office or use are either adjectival or adverbial.

A **Clause** is a part of a sentence, containing a predicate with its subject, making by themselves complete sense, yet not independent, being used to modify some other part or parts of the sentence of which it is a part; as, "The good man, *who had gained great renown*, has departed." In this sentence, the words, *who had gained great renown*, form a clause.

A **Simple sentence** is one which contains but one subject and one predicate; as, *Life is short*.

A **Complex sentence** is one which contains a simple sentence, with one or more clauses modifying either its subject or its predicate; as, A life *which is spent in doing good* cannot be a failure.

A **Compound sentence** is one which contains two or more sentences, connected by one or more conjunctions; as, *Life is short*, but *art is long*.

The sentences which compose a compound sentence are called its **Members**.

## RULE I.

*The Subject of a Verb must be in the Nominative Case.*

## NOTES.

1. The subject of a verb may be, 1. A noun ; as, *John* wrote. 2. A pronoun ; as, *She* is happy. 3. A verb in the infinitive mood or an infinitive phrase ; as, *To study* seemed his greatest desire. *To see the sun* is pleasant. 4. A participle or a participial phrase ; as, *Reading useful books* promotes knowledge. 5. A sentence or a part of a sentence ; as, *Thou shalt not kill* is the sixth commandment. In all these instances the subjects are used as nouns.

2. The subject of a verb is usually placed before the verb.

3. Rule I. is violated by using the subject of the verb in any other case than the nominative.

4. Complex names, such as George Washington, Charles Henry Grant, etc., should be taken together in parsing, as if they were one word. Thus, "Charles Henry Grant," a complex name, is a proper noun.

5. A noun or a pronoun addressed, and not the subject of any verb, is in the **Nominative Case Independent** ; as, "Father, forgive them." "Boys, go home."

6. A noun or a pronoun put before a participle as its subject, and not being the subject of any verb, is in the **Nominative Case Absolute** ; as, "My father dying, I was left an orphan."

## Parsing.

**Parsing** consists in stating the grammatical properties and relations of words and the rules of syntax which apply to them.

### General Directions for Parsing.

Part of speech, and why; the class, and why; the properties, and why; the relation it holds to any other word or words in the sentence; the rule of syntax applicable.

This form of parsing may be abridged by excluding all reasons. It may be still further abridged by simply stating the use or office of the word in the sentence.\*

### Models for Parsing.

"James wrote a letter." "James" is a proper noun, masculine gender, singular number, third person, nominative case, subject of the verb "wrote," according to Rule I. The subject of the verb must be in the nominative case.

"He will write a letter." "He" is a personal pronoun, masc. gen., sing. n., 3d p., nom. case, subject of the verb "will write," according to Rule I. (Quote the Rule.)

"To study seemed his greatest desire." "To study" is a verb in the infinitive mood, used as a noun. It is in the neut. gen., sing. n., 3d per., nom. c., and is the subject of the verb "seemed," according to Note under Rule I. (Quote the Note.)

"Thou shalt not kill is a divine command." "Thou shalt not kill," is a part of a sentence, used as a noun. It is in the neut. gen., sing. n., 3d per., nom. c., and is the subject of the verb "is," according to Note under Rule I. (Quote the Note.)

"Father, forgive them." "Father" is a com. noun, masc. g., sing. n., 2d p., and in the nominative case independent, according to Note under Rule I. (Quote Note.)

"The sash falling suddenly, his finger was crushed." "Sash" is a com. noun, n. g., sing. n., 3d p., and in the nominative case absolute before the participle "falling," according to Note under Rule I. (Quote Note.)

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\* The models for parsing herein given are suggestive only, and may be changed in such manner as the teacher may think best.

## Exercises.

1. Write three sentences, each containing a noun ; three, each containing a pronoun ; three, each containing a verb in the infinitive mood ; three, each containing an infinitive phrase ; three, each containing a participle ; three, each containing a participial phrase ; three, each containing a sentence or a part of a sentence—

} Used as subjects  
of verbs.

2. Write three sentences, each containing a complex noun used as the subject of a verb.

3. Write three sentences, each containing a noun in the nominative case independent.

4. Write three sentences, each containing a noun or a pronoun in the nominative case absolute.

Name the predicates of each of the following sentences. Name the adjectival modifiers of the subjects. Name the adverbial modifiers of the predicates. Parse all the Subjects and Nominatives :

Mary wrote a letter.

The child loves its mother.

The letter was written by Mary.

Our neighbors have sold their property.

The boys are hunting in the woods.

Perseverance overcomes difficulties.

Difficulties are overcome by perseverance.

God loves a cheerful giver.

She has gone home.

Has he not said it, and will he not do it?

Reading good books is an aid to culture.

Christopher Columbus discovered North America.

George Washington was the first President of the United States.

John Quincy Adams was the sixth President of the United States.

Napoleon, at the head of a large army, crossed the Alps.

To study seemed his only desire.

To deceive is always wrong.

To skate is healthful amusement.

To play is pleasant.

To despair is madness.

Never despair is a good motto.

Thou shalt not steal, is a divine command.

To cultivate the ground is a pleasant occupation.

Henry, have you studied your lesson?

Welcome, little stranger.

Sarah, be quiet.

Fellow-citizens, listen to my cause.

Teach me, O Lord, to serve thee aright.

Show pity, Lord; O, Lord, forgive.

Our Father, who art in heaven.

Supper being finished, they left the table.

My father being weary, I relieved him.

The sun having risen, the clouds disappeared.

Napoleon being banished, peace was restored to Europe.

The teacher having been so long ill, his friends feared he would not recover.

The lieutenant led the men, the captain having been disabled.



## RULE II.

*A Verb agrees with its Subject in Number and Person.*

## NOTES.

1. Rule II. is violated by using the verb in any other number or person than its subject; thus, "*They was present*," should be, "*They were present*."

2. When the subject of the verb is an infinitive mood, or a part of a sentence, the verb should be singular; as, "*To skate is healthful amusement*." "*Thou shalt not kill, is a divine command*." But if there are two or more infinitives, or clauses, making distinct subjects, then the verb should be plural; as, "*To skate and to play cricket are healthful amusements*," "*Thou shalt not kill, and Thou shalt not steal, are divine commands*."

3. When a verb has for its subject a collective noun, the verb should be singular if the idea expressed by the subject is singular, that is, if the assertion is made of the collection as one thing; as, "*The class is large*." But, if the idea expressed by the subject is plural, that is, if the assertion is made of the individuals composing the collection, the verb should be plural; as, "*The multitude pursue pleasure as their chief good*."

4. Two or more subjects, connected by *and*, require a verb in the plural; as, "*Socrates and Plato were wise*."

5. Two or more subjects, connected by *and*, if used to express only one person or thing, require a verb in the singular; as, "*That eminent statesman and orator is dead*."

6. Two or more subjects in the singular, connected by *or* or *nor*, require a verb in the singular; as, "*Ignorance or prejudice has caused this mistake*."

7. If any one of several subjects connected by *or* or *nor* is plural, the verb must be plural; as, "*Either he or they were mistaken*."

8. When a verb has subjects of different persons, connected

by *and*, the verb agrees with the first person rather than the second, and with the second rather than the third; as, "He and I shared the peach between us." "Shared," here, should be parsed as in the first person.

9. When a verb has subjects of different persons, connected by *or* or *nor*, the verb agrees in person with the subject nearest to it; as, "Either thou or I *am* mistaken."

### Models for Parsing.

"James wrote a letter." "Wrote" is a transitive verb, irregular (Pres. write, Past wrote, Past P. written), active voice, indicative mood, past tense, and is in the singular number, third person, to agree with its subject "James," according to Rule II. (Quote the Rule.)

"To study seems his greatest desire." "Seems" is an intrans. verb, reg., ind. m., pres. t., 3d p., and in the sing. n., to agree with its subject "to study," a verb in the inf. mood used as a noun, according to Note under Rule II. (Quote Note.)

"Thou shalt not steal, is the eighth commandment." "Is" is an int. v., irr. (Am, was, been), ind. m., pres. t., 3d p., sing. n., to agree with its subject, "Thou shalt not steal," a part of a sentence used as a noun, according to Note under Rule II. (Quote Note.)

"The multitude pursue pleasure." "Pursue" is a trans. verb, reg., act. v., ind. m., pres. t., 3d p., and in the pl. n., to agree with its subject "multitude," a collective noun expressing a plural idea, according to Note under Rule II. (Quote Note.)

"Socrates and Plato were wise." "Were" is an intrans. verb, irr. (Am, was, been), ind. m., past t., 3d p., and in the pl. n., because it has two subjects, "Socrates" and "Plato," connected by "and," according to Note under Rule II. (Quote Note.)

"If that skilful painter and glazier is in town, be sure to employ him." "Is" is an intrans. verb, irr. (Am, was, been), ind. m., pres. t., 3d p., and in the sing. n., because its two

subjects, "painter" and "glazier," express only one person, according to Note under Rule II. (Quote Note.)

"Ignorance or prejudice has caused the mistake." "Has caused" is a trans. verb, reg., act. v, ind. m., pres.-perf. t., 3d p., and in the sing. n., because its two subjects, "ignorance" and "prejudice," are in the singular. connected by *or*, according to Note under Rule II. (Quote Note.)

"He and I shared the peach between us." "Shared" is a trans. verb, reg., act. v., ind. m., past t., in the pl. n., because it has two subjects connected by "and," according to Note under Rule II. (quote Note), and in the 1st p., according to Note under Rule II. (Quote Note.)

**Note.**—Verbs in the Infinitive mood may be parsed for the present as follows:

"James expects to win the prize." "To win" is a trans. verb, irr. (Win, won, won), act. v., infin. m., pres. t.

### Exercises.

1. Write three sentences, each containing a verb having an infinitive verb for its subject; three, each containing a sentence or a part of a sentence used as the subject.

2. Write three sentences, each containing a verb having for its subject a collective noun in the singular number; three, each containing a collective noun in the plural number used as the subject.

3. Write three sentences, each containing a verb in the plural number having two or more subjects connected by "*and*," three, each containing a verb in the singular number having two or more subjects connected by "*and*."

4. Write three sentences, each containing a verb in the singular number having two or more subjects connected by "*or*" or "*nor*," three, each containing a verb in the plural number having two or more subjects connected by "*or*" or "*nor*."

Name the subject or subjects in each of the following sentences. Name the predicate. Is the predication made of

one thing or of more than one thing? What single words modify the subject? What part of speech is each? What single words modify the predicate? What part of speech is each? Parse all the Verbs and all the Subjects:

Perseverance overcomes difficulties.

Difficulties are overcome by perseverance.

Forgive your enemies.

The lesson was recited by the class.

North America was discovered by Columbus.

Bless them that persecute you.

To study seemed his only desire.

To skate is a healthful amusement.

To contradict persons older and wiser than ourselves, violates the rules of politeness.

To be carnally minded is death.

A gunner and his dog were seen in the woods.

The father and daughter were buried in the same grave.

Famine, pestilence, and death follow in the warrior's path.

My friend and teacher has gone to England.

That distinguished poet, orator, and scholar has fallen.

Neither kindness nor harshness had the desired effect.

Neither gold nor silver is found in that country.

Neither time nor tide waits for man.

Neither the troops, nor their commander, were rewarded.

Neither John nor his friends were present.

Either the general or the soldiers are worthy of reward.

You and he are of the same opinion.

You and Susan have studied your lessons.

You and I have forgotten our books.

Either thou, or the teacher, or I am mistaken.

Either thou, or I, or the teacher is mistaken.

Either the teacher, or I, or thou art mistaken.

The teacher, I, and you are mistaken.

## RULE III.

*A Transitive Verb in the Active Voice requires an Object in the Objective Case.*

## NOTES.

1. The noun or pronoun in the objective case is said to be *governed* by the verb.

2. The object of the verb may be, 1. A noun ; as, John wrote a *letter*. 2. A pronoun ; as, We saw *him*. 3. A verb in the infinitive mood or an infinitive phrase ; as, He tried *to win* the prize. Boys love *to play ball*. 4. A participle or a participial phrase ; as, We should avoid *talking nonsense*. 5. A sentence or a part of a sentence ; as, God said, "*Let there be light.*" In all these instances the objectives are used as nouns.

3. The object of a verb is usually placed after the verb.

4. The object of a transitive verb, whether noun, pronoun, or part of a sentence, is called a modifier or adjunct of the predicate. It is sometimes called the object complement of the verb.

5. Rule III. is violated in four ways, namely :

a. By using the object of the verb in any other case than the objective ; "She asked him and I to do it," should be, "She asked him and *me* to do it."

b. By using a transitive verb in the active voice without an object ; "He ingratiates with people," should be, "He ingratiates *himself* with people."

c. By inserting a preposition between the verb and its object ; "I shall premise with a few observations," should be, "I shall premise a few observations."

d. By using an objective with a verb that is not transi-



tive; "I lie me down to sleep," should be, "I lie down to sleep."

6. A participle of a Transitive verb in the Active voice requires an object in the objective case; as, "The boy, having eaten unripe *fruit*, became sick."

7. The Relative Pronoun, when in the objective case, usually precedes the verb by which it is governed; as, "The book *which* you see is mine." Here "which" is the object of the verb "see," and is placed before it.

### Models for Parsing.

"James wrote a letter." "Letter" is a com. noun, n. g., sing. n., 3d p., and is in the obj. c., governed by "wrote," a transitive verb in the active voice, according to Rule III. (Quote Rule.)

"The boy, having eaten unripe fruit, became sick." "Fruit" is a com. noun, n. g., sing. n., 3d p., and in the obj. c., governed by the participle "having eaten," according to a note under Rule III. (Quote Note.)

"James saw him." "Him" is a pers. pronoun, masc. g., sing. n., 3d p., and in the obj. c., governed by "saw," a trans. v. in the act. v., according to Rule III. (Quote Rule.)\*

### Exercises.

1. Write three sentences, each containing a noun; three, each containing a pronoun; three, each containing an infinitive verb or an infinitive phrase; three, each containing a participle or a participial phrase; three, each containing a sentence or a part of a sentence—

} Used as objects  
of transitive  
verbs.

Name the subject in each of the following sentences.  
Name the predicate or verb agreeing with the subject.

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\* The parsing of the Pronoun here is complete as far as it goes. But there are other things to be learned concerning it under Rule VIII., before it can be parsed in full.

Which of these verbs are transitive? What is the object of each of these transitive verbs? Parse the Objectives which are the objects of verbs and participles, and all the Subjects and Verbs:

Charles lost his knife.

Mary found a book.

William has recited his lesson.

John caught a bird in the trap.

A good conscience fears nothing.

If you love God, keep his commandments.

Temperance promotes health.

Perseverance and industry will surmount every difficulty.

We saw them go into the house.

The child, seeing its mother, ran to meet her.

The boys, having recited their lessons, were dismissed.

The thief, having stolen the horse, made his escape.

The merchant sold a yard of cloth.

The teacher observed a boy breaking the rules.

After capturing the fort, the troops entered the city.

The man whom I saw, informed me that he had a collection of wild beasts, which he would exhibit if you permit him.

God said, "Let there be light."

Boys love to play.

Charles desires to learn.

Every child should learn to read.

Paul said, "Children, obey your parents."

## RULE IV.

*A Preposition requires an Object in the Objective Case.*

## NOTES.

1. The noun or pronoun in the objective case after a preposition is said to be *governed* by the preposition.

2. The preposition and the word governed by it is called a Prepositional Phrase or an Adjunct. As such it may be either adverbial or adjectival in character, and may modify a verb, an adverb, an adjective, or a noun.

3. When a preposition is followed by an adjective without a noun, supply the noun, and parse the preposition accordingly; as, "Keep to the right," meaning "Keep to the right side."

4. The preposition is frequently omitted, particularly after verbs of *giving* and *procuring*; after adjectives of *likeness* or *nearness*; and before nouns denoting *time*, *place*, *price*, *measure*, etc. When it is practicable to supply the ellipsis, the noun or pronoun is parsed as in the objective, governed by the preposition thus supplied. Thus, "Give me a book." "Get me an apple." "Like his father." "Books worth a dollar," meaning, "Give *to* me a book." "Get *for* me an apple." "Like *to* his father." "Books *to the* worth of a dollar." But when no such preposition can be supplied, we say the noun is in the objective, expressing *time*, *place*, *price*, *measure*, etc., without any governing word.

5. Sometimes one preposition immediately precedes another; as, "*From before* the altar." The two prepositions in such cases should be considered as one, just as in the case of the compound prepositions *upon*, *within*, etc.

## Models for Parsing.

"James wrote a letter to his father." "To" is a preposition, showing the relation between "wrote" and "father,"

and governs "father" in the obj. c., according to Rule IV. (Quote.)

"Father" is a com. noun, mas. g., sing. n., 3d p., and in the obj. c., governed by the preposition "to," according to Rule IV. (Quote.)

"God seeth in secret." "In" is a preposition, showing the relation between "seeth" and "places," or some such noun understood. The meaning is, "God seeth in secret places."

"Give your brother the book." "Brother" is a common noun, masc. g., sing. n., 3d p., and in the obj. c., governed by the preposition "to," understood, according to note under Rule IV. (Quote.)

### Exercises.

1. Write three sentences, each containing a preposition followed by an adjective without any noun expressed.

2. Write three sentences, each containing a noun in the objective case, the object of some omitted preposition.

Name the prepositions in the following sentences. Name the word governed by each. Name the phrases formed by the preposition and the word governed by it. State whether adjectival or adverbial in character, and what they modify. Parse all the Prepositions, Subjects, Verbs, and Objectives:

The soldier was true to his country.

His absence from school was the cause of his failure.

His promotion depends upon his industry.

I can depend upon your support.

Turn to the left.

He selected an apple from the best in his orchard.

Mary looks like her mother.

Charles, give me that book.

His ability won him much renown.

The clouds seemed like piles of snow.

A bird can fly twenty miles an hour.

Children near the sea gather shells.

## RULE V.

*A Noun or a Pronoun in the Possessive Case is dependent upon the Noun signifying the things possessed.*

## NOTES.

1. The noun or pronoun in the possessive case is said to be *governed* by the noun signifying the thing possessed.

2. The noun governing the possessive case is often omitted; as, "I bought this slate at the bookseller's," meaning, "at the bookseller's store." In such cases, supply the omission, and parse according to the general rule.

3. In complex names and in complex titles, the sign of the possessive is put only at the end, and the whole complex name, or title, is parsed as one word. Thus, "George Washington's farewell address," not "George's Washington's."

4. A complex title sometimes consists of several words, some of which may be different parts of speech, and may have an independent construction of their own; thus, "The captain of the guard's horse was slain." In parsing such a sentence, "of the guard" should be parsed first, each word separately, "guard" being in the objective. Then, "captain of the guard's" should be parsed as one complex title, in the possessive case, governed by "horse." The 's belongs not to "guard," but to the whole expression.

5. The possessive is sometimes governed by a participle used as a noun; as, "The cause of John's forgetting the lesson was his anxiety about the excursion." Here "John's" is in the possessive case, governed by "forgetting" used as a noun. It would not be correct to put "John" in the objective case governed by "of." "Of" governs "forgetting," not "John." "The cause of *John* forgetting the lesson," should be, "the cause of *John's* forgetting the lesson."



## Models for Parsing.

"James wrote a letter by his father's permission." "Father's" is a com. noun, masc. g., sing. n., 3d p., and in the poss. c., governed by "permission," according to Rule V. (Quote.)

"George Washington's Farewell Address has just been read." "George Washington's," a complex name, is a prop. noun, masc. g., sing. n., 3d p., poss. c., governed by "Address," according to Rule V. (Quote.)

## Exercises.

1. Write three sentences, each containing a noun in the possessive case with the governing noun omitted.

2. Write three sentences, each containing a complex name in the possessive case.

3. Write three sentences, each containing a complex title in the possessive case.

4. Write three sentences, each containing a noun in the possessive case governed by a participle.

Name all the nouns in the following sentences that are in the possessive case. Name all the subjects and predicates. Name the single word modifiers of each. How used? Name the phrase modifiers of each. How used? Parse all the Possessives, Subjects, Verbs, Objectives, and Prepositions:

Cruel boys rob birds' nests.

The widow's friend will not defraud her children.

The boy's politeness caused his friends to respect him.

Mary's friend arrived home safely.

The girl, who lost her book, has found it.

He preferred a shepherd's life to a monarch's throne.

Benjamin Franklin's grave is in Philadelphia.

My father-in-law's house was destroyed by fire.

My brother's behavior is better than my sister's.

She went to the baker's and bought bread for her children.

He spends his spare time at the lawyer's.

They stopped at the bookseller's and made their purchases.

## RULE VI.

*A Noun or a Pronoun in Apposition with another, agrees with it in Case.*

## NOTES.

1. A word is said to be in apposition with another when it is used to explain the other, or when it is repeated for emphasis; as, "Smith, the *bookseller*, lives in that house." "Cisterns, broken *cisterns*, that can hold no water." "We, the *people* of the United States."

2. The words in apposition may be in any case, nominative, possessive, or objective.

3. A noun may be used in apposition with a whole sentence; as, "He promptly acceded to my request, an act which redounds greatly to his honor." "Act" is here nominative, in apposition with the whole of the preceding sentence.

4. One of the most frequent instances of apposition is where the proper noun of an object is appended to its common name; as, "The river Delaware."

5. The phrases "They love one another," "They love each other," etc., afford instances of apposition that very frequently occur. In the first of these examples, "one" is in the nominative, and is in apposition with "they;" and "another" is in the objective, governed by "love." The meaning is, "One loves another."

## Model for Parsing.

"James wrote a letter to his brother John." "John" is a prop. noun, masc. g., sing. n., 3d p., obj. c., in apposition with the noun "brother," according to Rule VI. (Quote.)

## Exercises.

1. Write three sentences, each containing a noun in apposition with another noun in the nominative case.

2. Write three sentences, each containing a noun in apposition with another noun in the possessive case.

3. Write three sentences, each containing a noun in apposition with another noun in the objective case.

4. Write three sentences, each containing a noun in apposition with a sentence or a part of a sentence.

In the following sentences, name the word in apposition and the word which it explains. The word in apposition is a modifier or adjunct of the word explained. In what particular does the latter agree with the former? Does it agree in gender? Number? Person? Name the subjects and the predicates. Name all the modifiers (single words and phrases) of each. Parse the Nouns and Pronouns in Apposition, and all the Subjects, Verbs, Possessives, Objectives, and Prepositions:

Alexander, the coppersmith, did me great harm.

My brother, James, has gone home.

Washington, the first President, was buried at Mount Vernon.

My cousin, Mary, has written me a letter.

Kidd, the notorious pirate, suffered the felon's reward, death upon the gallows.

William bought a book for his sister Mary.

Mr. Embury crossed the river Delaware in the ferry-boat Eagle.

The steamer Pennsylvania will sail on Monday.

We should make our business our pleasure.

Why do you assail me, your only brother?

Harrisburg, the capital of Pennsylvania, lies on the east bank of the river Susquehanna.

Preserve your health, the poor man's wealth, the rich man's bliss.

## RULE VII.

*The Verb To Be has the same Case after it as before it.*

## NOTES.

1. The noun or pronoun after the verb *to be* is not in apposition with the noun or pronoun before it, but is a part of the predicate of the verb; as, "James is *commander* of the troops." "Commander" should be parsed as nominative after the verb *is*, and forming a part of the predicate. As a part of the predicate, the words so used after the verb *to be* are considered adjuncts or modifiers of the predicate.

2. This rule applies to all the variations of the verb *to be*, such as, *am, art, is, was, were*, etc. It applies also to the verb *become* and to several other intransitive verbs, and also to the passive voice of some transitive verbs, such as *to be named, to be called*, etc.

3. The verb *to be* in the infinitive mood used as a noun may have a noun or a pronoun after it without any other noun before it; as, "To be a good *man*, is not so easy a thing as many people imagine." Here *man* should be parsed as used indefinitely after the verb *to be*, without saying what its case is. The infinitive mood of many other intransitive verbs, and likewise the infinitive passive of some transitive verbs, may also have a noun or a pronoun after them used indefinitely; as, "To live a consistent *Christian* is not easy," "To be called a *Roman* was counted a great honor."

## Model for Parsing.

"James is commander of the troops." "Commander" is a com. noun, masc. g., sing. n., 3d p., nom. c., after the verb "is," according to Rule VII. (Quote.)

## Exercises.

1. Write three sentences, each containing the verb *to be* or one of its variations, having a noun or pronoun after the

verb, not in apposition with the noun or pronoun before the verb.

2. Write three sentences, each containing the verb *to be* used as a noun, having a noun or a pronoun after it used indefinitely.

What words in the following sentences have the same case as the word before the verb? Name the subject and predicate in each sentence. What words or phrases modify each subject and predicate? In each sentence, parse the Nouns and Pronouns after the verb in the same case as the noun or pronoun before it, and all the Subjects, Verbs, Possessives, Objectives, and Prepositions:

Ellen is the best scholar in the class.

Arnold was a traitor to his country.

I am the owner of this property.

Nathan said unto David, "Thou art the man."

Godliness, with contentment, is great gain.

It was he that did it.

It was she that told us the story.

It was Charles that we saw on the boat.

Washington was the first President.

I am sure it was John who passed.

Thomson, the author of "The Seasons," is a delightful poet.

Intemperance has been the ruin of many.

He was considered to be a suitable person.

To be called a coward does not make one so.

To be a good citizen should be every man's desire.

The Senate caused Scylla to be proclaimed dictator.

To die a hero is better than to live a coward.



## RULE VIII.

*A Pronoun agrees with the Noun or the Pronoun for which it stands, in Gender, Number, and Person.*

## NOTES.

1. When a pronoun stands for a Collective noun, the pronoun should be singular if the idea expressed by the noun is singular, and should be in the neuter gender; as, "The class is too large; *it* must be divided." But if the idea expressed by the noun is plural, the pronoun should be plural. "Send the multitude away that *they* may buy themselves bread."

2. When a pronoun stands for two or more words, connected by *and*, the pronoun should be plural. Thus, "William and Mary were both there; I saw *them*." "He and Mary were both there; I saw *them*." "He and she were both there; I saw *them*." "Them" in the first example stands for two nouns, in the second, for a noun and a pronoun, and in the third, for two pronouns.

3. When a pronoun stands for two or more words, connected by *and*, but used to express only one subject, the pronoun should be singular. Thus, "He knew his Lord and Saviour, and loved *Him*."

4. When a pronoun stands for two or more words, in the singular, connected by *or* or *nor*, the pronoun should be singular. Thus, "Either play or work is injurious, if *it* is carried to excess." If one of the words connected by *or* or *nor* is plural, the pronoun should be plural; as, "Neither the captain nor the crew knew *their* danger."

5. When a pronoun stands for two or more words, connected by *and*, but of different persons, the pronoun agrees with the first person rather than with the second, and with the second rather than with the third. Thus, "William and I had *our* skates with *us*." "Our" and "us" are plural, because they stand for two subjects, "William" and "I." But one of these subjects, "William," being in the third person, and the other, "I," being in the first person, the pronoun

which stands for both must be in the first person. We would not express the meaning, if we were to say, "William and I had *their* skates with *them*."

6. A pronoun may stand for an infinitive mood; as, "To contradict may be rude, but *it* is not criminal." A pronoun may stand also for a part of a sentence; as, "He is very witty, but unfortunately he is aware of *it*." The pronoun in such cases should be in the neuter gender, singular number, and third person. But if there are two or more infinitives, or parts of sentences, making distinct subjects, then the pronoun should be plural; as, "To be temperate, and to use exercise in the open air, are good preservatives of health, but *they* are not infallible."

7. The pronoun *it* is sometimes used indefinitely, that is, without standing for any particular noun. When so used, it is in the neuter gender, singular number, and third person. Thus, "Come and trip *it* as you go," "*It* rains," "See how *it* snows," "*It* is he."

8. *Who* is used in referring to persons; *Which* is used in referring to inferior animals, to things without life, to infants, to collective nouns expressing a singular idea, and to persons in asking questions where the particular individual was inquired for. "*Which*" was formerly applied to persons as well as things; as, "Our Father, *which* art in heaven."

9. *That* is used instead of *Who* or *Which* in the following cases:

a. After two antecedents, one requiring *who*, and the other requiring *which*; as, "The *man* and the *house that* we saw yesterday."

b. After the *Superlative*; as, "It is the *best* book *that* can be got."

c. After *Same*; as, "He is the *same* kind-hearted man *that* he used to be."

d. After *All*, or any similar antecedent expressing a general meaning, limited by the following verb; as, "*All that* heard me can testify."

e. After *Who*, used interrogatively; as, "*Who, that* has seen anything of human nature, can believe it?"

f. After *It*, used indefinitely; as, "*It* was he *that* did it."

10. The relative is sometimes omitted; as, "The letter you wrote me on Saturday, came duly to hand," meaning, "The letter *which* you wrote me."

11. The antecedent is sometimes omitted; as, "Who lives to nature, rarely can be poor," meaning, "*The person* who lives."

### Models for Parsing.

"Mary lost her book." "Her" is a pers. pron., relating to "Mary;" it is in the fem. gen., sing. numb., 3d per., to agree with "Mary," according to Rule VIII. (Quote), and is in the possessive case, governed by "book," according to Rule V. (Quote.)

"John, who was at school, wrote a letter to his father." "Who" is a rel. pron., relating to "John" for its antecedent; it is in the masc. g., sing. n., 3d p., to agree with "John," according to Rule VIII. (Quote), and is in the nom. c., subject of the verb "was," according to Rule I. (Quote.)

"The class is too large; it must be divided." "It" is a pers. pron., relating to "class;" it is in the neut. g., sing. n., 3d p., to agree with "class," a collective noun expressing a singular idea, according to a Note under Rule VIII. (Quote Note), and is in the nom. c., subject of the verb "must be divided," according to Rule I. (Quote.)

"Charles and Henry were both there; I saw them." "Them" is a pers. pron., relating to "Charles and Henry;" it is in masc. g., plur. n., 3d p., to agree with "Charles" and "Henry," two words connected by "and," according to a Note under Rule VIII. (Quote), and is in the obj. c., object of the verb "saw," according to Rule III. (Quote.)

"William and I had our skates with us." "Us" is a pers. pron., relating to "William" and "I," two words of different persons; it is therefore in the 1st p., according to a Note under Rule VIII. (Quote), plur. n., according to a

Note under Rule VIII. (Quote), and is in the obj. c., governed by the preposition "with," according to Rule IV. (Quote.)

"To contradict may be rude, but it is not criminal. "It" is a pers. pron., relating to "To contradict," a verb in the infinitive mood used as a noun; it is therefore in the neut. g., sing. n., 3d p., according to a Note under Rule VIII. (Quote), and is in the nom. c., subject of the verb "is," according to Rule I. (Quote.)

"It rained all night." "It" is a pers. pron., used indefinitely; it is in the neut. g., sing. n., 3d p., according to a Note under Rule VIII. (Quote Note), and is in the nom. c., subject of the verb "rained," according to Rule I. (Quote.)

"The man and the house that we saw yesterday." "That" is a rel. pron., relating to two antecedents, "man" and "house," and used instead of "who" or "which," according to a Note under Rule VIII. (Quote), plur. n., according to a Note under Rule VIII. (Quote Note), 3d p., and is in the obj. c., governed by the verb "saw," according to Rule III. (Quote.)

"Give me what I want." "What" is a rel. pron., and relates to the object of "give," understood, for its antecedent; it is in the neut. g., sing. n., 3d p., to agree with the omitted antecedent, according to Rule VIII. (Quote), and is in the obj. c., object of the verb "want," according to Rule III. (Quote.)

"Whoever hopes to win the prize, must labor hard." "Whoever" is a compound rel. pron., composed of *who* and *ever*, relating to "person," or some other like word omitted, for its antecedent; in the com. g., sing. n., 3d p., to agree with the omitted antecedent, according to Rule VIII. (Quote), and is in the nom. c., subject of the verb "hopes," according to Rule I. (Quote.)

"Who wrote the letter? John." "Who" is an interrogative pronoun, relating to the subsequent word "John;" it is in the masculine gender, singular number, and third person, to agree with "John," according to Rule VIII. (Quote), and

is in the nominative case, subject of the verb "wrote," according to Rule I. (Quote.)

"Who wrote the letter?" "Who" is an interrogative pronoun, relating to some noun contained in the answer, and not yet given; its gender, number, and person, therefore, cannot be determined; it is in the nominative case, subject of the verb "wrote," according to Rule I. (Quote.)

"I do not know who wrote it." "Who" is a responsive pronoun, not relating to any word, either antecedent or subsequent; its gender, number, and person cannot be determined; it is in the nom. c., subject of the verb "wrote," according to Rule I. (Quote.)

### Exercises.

1. Write three sentences, each containing a pronoun standing for a collective noun.

2. Write three sentences, each containing a pronoun in the plural number standing for two or more words connected by "*and*."

3. Write three sentences, each containing a pronoun in the singular number standing for two or more words connected by "*and*."

4. Write three sentences, each containing a pronoun in the singular number standing for two or more words connected by "*or*" or "*nor*."

5. Write three sentences, each containing a pronoun in the plural number standing for two or more words connected by "*or*" or "*nor*."

6. Write three sentences, each containing a pronoun standing for two or more words of different persons connected by "*and*."

7. Write three sentences, each containing a pronoun standing for a verb in the infinitive mood used as a noun.

8. Write three sentences containing the pronoun "*it*" used indefinitely.

9. Write twelve sentences, two of each class (see § 8, page



100), each containing the pronoun "*that*" used instead of "who" or "which."

10. Write three sentences, in each of which the relative pronoun is omitted.

11. Write three sentences, in each of which the antecedent is omitted.

In the following sentences, name the pronouns. To which class of pronouns does each belong? Name the gender, number, person, and case of each of the personal pronouns. Name the clause which is introduced by each relative pronoun. In relation to each clause, state whether it is used in an adjectival sense, in an adverbial sense, or as a substantive or noun. Divide each of the sentences containing a relative pronoun into two or more separate sentences. Parse all the Pronouns, Subjects, Verbs, Possessives, Objectives, and Prepositions:

John sold his colt to his brother.

Lucy gave her book to her cousin.

While Charles was at school he wrote a letter to his brother.

The boy was arrested by the officer who detected him in the act.

I lost my knife in the woods.

The general, who knew the treachery of the enemy, cautioned his troops of their danger.

The boy who studies will improve.

George received the letter which Charles wrote to him.

Trust not him whose friendship is bought.

"We come to you to complain of your soldiers; they have destroyed our playground. We requested them not to disturb it, but they called us rebels, and told us to help ourselves if we could."

The regiment is now in winter quarters, but it will soon be ordered to the front.

The captain reproved the company because they came without their muskets.

Mary wrote to Charles and John, and advised them to return to their homes.

He and Lucy are in the city, for I saw them.

The captain and the crew were nearly exhausted when they were discovered.

He remembered his benefactor and friend, and loved him for his kindness.

The tyrant and coward is despised by all that know him.

Charles wrote to his friend and playmate, and promised to visit him.

Neither Mary nor Lucy studied her lesson.

Either the officer or the men have failed to perform their duty.

Henry and I took our books to school with us.

Mother and I took our friends with us to see the painting.

You and Henry must study your lessons.

To swear is as impolite as it is wicked.

It is snowing very fast.

It is useless to search further.

Who broke the slate? John.

Who won the prize? Mary.

Who recited the lesson?

Whose book was lost?

I do not know who recited the lesson.

I cannot tell whose book was lost.

You may do what you please, say whatever you will, and take whatsoever you like, but what you do, or whatever you say, and whatsoever you take, you must account for.

## RULE IX.

*An Article modifies the Noun to which it relates.*

## NOTES.

1. The noun to which the article relates is sometimes omitted; as, "Turn neither to the right nor to the left," meaning, "Turn neither to the right side nor to the left side." In such cases, supply the noun, and parse the article according to the rule, as modifying the noun thus supplied.

2. *A* is often an abbreviation for some other short word, *at, in, on*; as, "His greatness is a ripening." In such cases it is not an article, but a preposition, and is to be parsed accordingly.

## Model for Parsing.

"James wrote a letter." "A" is the ind. art., modifying the noun "letter," to which it relates, according to Rule IX. (Quote.)

## Exercises.

1. Write three sentences, each containing the definite article, with the related noun omitted.

2. Rewrite the sentences, inserting the omitted noun.

Name the subject and the predicate in each of the following sentences. Name the modifiers of each. Add clauses to each of the subjects. Parse all the Articles, Pronouns, Subjects, Verbs, Possessives, and Objectives:

A book. A good man. The new coat. The fast horse.

*A* is an indefinite article.

*The* is a definite article.

In crossing a bridge, you must always keep to the right.

James the Second was banished from the kingdom.

Give glory to God in the highest.

The poor have claims on the rich.

The less you spend, the more you will have.

## RULE X.

*An Adjective modifies the Noun or the Pronoun to which it relates.*

## NOTES.

1. The noun to which the adjective belongs is sometimes omitted; as, "Of many evils, choose the least," meaning, "Of many evils, choose the least evil." In such cases, supply the omission, and parse the adjective according to the Rule, as modifying the noun thus supplied.

2. An adjective sometimes modifies a verb in the infinitive mood, or a part of a sentence, used as a noun; as, "To play is pleasant." "To use profane language is both foolish and wicked." In such cases the adjective should be parsed as modifying the infinitive verb, or the part of a sentence used as a noun.

## Models for Parsing.

"James wrote a long letter." "Long" is an adj., in the pos. deg. (long, longer, longest), modifying the noun "letter," to which it relates, according to Rule X. (Quote.)

"Of many evils, choose the least." "Least" is an adj., in the superlative deg. (little, less, least), modifying the noun "evil" understood, to which it relates, according to Rule X. (Quote.)

"To play is pleasant." "Pleasant" is an adj., pos. deg. (pleasant, more pleasant, most pleasant), modifying "To play," a verb in the infin. m., used as a noun, to which it relates, according to Note under Rule X. (Quote Note.)

## Exercises.

1. Write three sentences, each containing an adjective, and omitting the noun which the adjective modifies.

2. Write three sentences, each containing an adjective modifying a verb in the infinitive mood used as a noun.

3. Write three sentences, each containing an adjective modifying a part of a sentence used as a noun.

Name the subject and predicate in each of the following sentences. Name the single words which modify the subjects. Name such as modify other nouns, not used as subjects. Name the phrases found in the sentences. How used? Name the pronouns, and state the attributes of each. Name the clauses. Parse all the Adjectives, Articles, Pronouns, Subjects, Verbs, Possessives, and Objectives:

A large reward was offered.

John is a rapid writer.

She is a good girl.

John is a better writer than Charles.

The darkest night will pass away.

The example is not difficult.

The train went to New York at a rapid rate.

His new slate was broken into many small pieces.

A merry heart maketh a glad countenance.

Charles is the most industrious boy in his class.

Mary is a better writer than Charles.

The poor have claims upon the rich.

In crossing a bridge keep to the right.

Henry the Eighth was then on the throne.

James the Second was banished from the kingdom.

The less you spend, the more you will have.

To steal is wicked.

To eat unripe fruit is injurious.

The window is so located that you can see the beautiful new houses on the opposite side of the river.



## RULE XI.

*An Adjective Pronoun modifies the Noun or the Pronoun to which it relates.*

## NOTES.

1. The Distributives and Demonstratives agree in number with the nouns to which they relate; as, "*This* sort of persons," not "These sort." The distributives, *each*, *every*, *either*, *neither*, are all singular. Of the demonstratives, *this* and *that* are singular, *these* and *those* plural.

2. The noun is often omitted after adjective pronouns; as, "Let each do his duty," meaning "Let each man do his duty." In such cases, supply the noun, and parse as usual.

## Model for Parsing.

"James wrote this letter." "This" is a dem. adj. pron., modifying the noun "letter," to which it relates, according to Rule XI. (Quote), and is in the singular number, to agree with "letter," according to Note under Rule XI. (Quote).

## Exercises.

1. Write three sentences, each containing an adjective pronoun modifying some omitted noun.

2. Rewrite the sentences, inserting the omitted noun.

Name the subject and predicate in each of the following sentences. Name the single words which modify the subjects. Name such as modify other nouns not used as subjects. Which of these are adjective pronouns or pronominal adjectives? Name the phrases found in these sentences. How used? Parse all the Adjective Pronouns, Articles, Adjectives, Subjects, Verbs, Possessives, Objectives, Pronouns, and Prepositions:

Those men only are great who are good.

This house belongs to my father.

That style of dress is admired.

Those books are not in their places.

Such boys are worthy of respect.

Some rivers are shallow.

Give me the other hat.

Every station in life has its cares.

All men must die.

Each boy took his book and went home.

Neither of the boys has arrived.

That horse which you see is mine.

That statement is not correct.

John, you can take one book, and Mary can take the other.

Such conduct deserves reproof.

Both boys have arrived in time.

This knife was given to me by my brother.

These books were purchased for our library.

Some live in poverty, some in wealth.

## RULE XII.

*A Participle modifies the Noun or the Pronoun to which it relates.*

## NOTES.

1. The participle is often used as a noun, either in the nominative or in the objective case, and at the same time as part of a verb, it retains its government of the objective; as, "*Writing* letters is easier than writing compositions" (nom.); "In *writing* letters he soon became expert" (obj.).

2. The participle used as a noun, is frequently found governing another noun in the possessive case; as, "Much depends on *John's* writing his letters rapidly."

3. The participle is sometimes used simply as a noun; as, "Avoid foolish *talking* and *jesting*." When so used, parse the word as a participial noun in the third person, neuter gender.

4. The participle is sometimes used simply as an adjective; as, "*Singing* birds abound in summer," "He is a *learned* man." When a participle is so used, call it a participial adjective, and parse it as any other adjective.

5. A participle of the verb *to be* may have a noun or a pronoun after it in the same case as the one before it; as, "Thomas, being an apt *scholar*, won the favor of his teacher." This rule applies also to the participles of many other intransitive verbs, and likewise to the participles of the passive voice of some transitive verbs; as, "Solomon, while reigning *king*, built the temple," "Washington, being appointed *commander-in-chief*, proceeded at once to Cambridge."

## Models for Parsing.

"The child, seeing its mother, ran to meet her." "Seeing" is the present participle, active, of the irregular transitive verb "to see" (see, saw, seen), modifying "child," to which it relates, according to Rule XII. (Quote.)

"Writing letters is easier than writing compositions." "Writing" is the pres. part., active, of the irreg. trans.

verb "to write" (write, wrote, written). It is here used as a noun, according to a note under Rule XII. (Quote Note.) It is in the nom. case, subject of the verb "is," according to Rule I. (Quote.)

"Avoid foolish talking and jesting." "Talking" is a participial noun, in the neut. gen., sing. numb., 3d per., obj. c., object of the verb "avoid," according to Rule III. (Quote.)

"Singing birds abound in summer." "Singing" is a participial adj., not compared, modifying the noun "birds," to which it relates, according to Rule X.

"James, having written a letter, sent it to the post-office." "Having written" is the comp. perf. part., active, of the irr. trans. verb "to write" (write, wrote, written), modifying the noun "James," to which it relates, according to Rule XII. (Quote.)

### Exercises.

1. Write three sentences, each containing a participle used as a noun in the nominative case, and retaining its government of the objective case.

2. Write three sentences, each containing a participle used as a noun in the objective case, and retaining its government of the objective.

3. Write three sentences, each containing a participle used as a noun, and governing another noun in the possessive case.

4. Write three sentences, each containing a participle used simply as a noun.

5. Write three sentences, each containing a participle used simply as an adjective.

6. Write three sentences, each containing a participle of the verb *to be*, having a noun or pronoun after it in the same case as the one before it.

Name the subject and the predicate in each of the following sentences. Name the phrases. Which of the phrases are introduced by a preposition? Which by a participle? Which of the participles in the sentences are used as sub-

jects? Which are used as objects of prepositions? As objects of transitive verbs? Name the clauses. What is their use? Parse the Participles, Subjects, Verbs, Objectives, Possessives, Prepositions, Articles, Adjectives, and Adjective Pronouns:

The snow, falling rapidly, soon covered the ground.

A man deserving blame should be censured.

The laborer, fatigued with the toil of the day, slept soundly.

The exercise written by Charles was admired by all.

The boys, having recited their lessons, were dismissed.

John, having written his composition, gave it to the teacher.

The day being far spent, we returned to our homes.

The lesson having been recited, the class was dismissed.

The fire having been extinguished, the crowd dispersed.

Honor, defined by Cicero, is the approbation of good men.

William, being successful in his examination, expects promotion.

William, having been successful in his examination, was promoted.

William, having succeeded in his examination, expects to be promoted.

Reading good books promotes knowledge.

In catching fish he soon became expert.

Charles takes pleasure in studying his lessons.

Much depends on Mary's reaching the city promptly.

John's writing is worthy of commendation.

The astronomer spent the night in studying the heavens.

Loud talking and laughing are rude.

Bryant is a distinguished poet.

The roaring lion is an object of fear.

Charles, being the first boy to arrive, was rewarded.

Mary, being an industrious girl, was commended by her teacher.



## RULE XIII.

*An Adverb modifies the Verb, Adjective, or other Adverb to which it relates.*

## NOTES.

1. Adverbs are usually placed before adjectives, after verbs, and often between the auxiliary and the verb; as, "He is *very* attentive." "She behaves *well*." "They are *much* esteemed." This rule is far from being universal in its application.

2. *There* is often used indefinitely, its only force being to introduce the verb; as, "There is truth in the old proverb." In such sentences, *there* does not mean *in that place*.

3. *Nay, no, yea, yes*, expressing simply negation or affirmation, contain in themselves a complete sense, and do not modify any verb. The same is true of *Amen*. In parsing such words state merely that they are adverbs.

4. Adverbs should not be used where adjectives are required, that is, to modify nouns or pronouns. Thus, "The dress looked *pretty*," not "*prettily*." "*Pretty*," here, is an adjective describing "dress," and does not modify the verb "looked." It does not express the manner of looking.

5. Two negatives are improper, if intended to express the same negation. When so used, they destroy each other, and are equivalent to an affirmative. Thus, "I cannot by *no* means allow it," should be, "I can by no means allow it," or "I cannot by any means allow it."

6. An adverb is sometimes preceded by a preposition; as, *at once, for ever*. In such cases the two words should be taken together and called an adverb or an adverbial phrase.

## Models for Parsing.

"James wrote a letter hastily." "Hastily" is an adv. in the pos. deg. (hastily, more hastily, most hastily), modifying the verb "wrote," to which it relates, according to Rule XII. (Quote.)

"A thoroughly bad man." "Thoroughly" is an adv. in the pos. deg. (thoroughly, more thoroughly, most thoroughly), modifying the adj. "bad," to which it relates, according to Rule XII. (Quote.)

### Exercises.

1. Write three sentences, each containing a preposition and an adverb to be taken together as an adverb.

Name the subject and predicate in each of the following sentences. What single words modify the predicate? What phrases modify the predicate? What clauses modify the predicate? What adjectives, if any, are modified by single words? What phrases are found in the sentence? What kind? What use? Parse all the words in the following sentences except Conjunctions:

Live temperately.

She is particularly careful.

This horse runs very rapidly.

The most cautious are often deceived.

Thus the farmer sows his seed.

Great men are greatly admired.

How can you behave so badly?

Why do you neglect your duty?

A smart child may learn more rapidly than is desirable.

Remember now thy Creator in the days of thy youth.

You must try to write more carefully; you are the least careful writer in the class.

Cherish me kindly, cheer my young heart,  
I will follow thee ever, and never depart.

There was a man sent from God whose name was John.

There is truth in the old proverb.

There is nothing to be seen.

Did you recite the lesson? Yes.

Has Charles returned from school? No.

## RULE XIV.

*The Infinitive Mood depends upon some Verb, Adjective, or Noun.*

**Explanation.**—"He delights *to tease* his companions." Here, "to tease" depends on the verb "delights." That is the word with which it must be connected in order to make sense.

"His time *to die* had not yet come." In this example, "to die" depends on the noun "time."

"He was too stupid *to learn*." Here, "to learn" depends on the adjective "stupid."

## NOTES.

1. The preposition *to*, which is used in making the form called the infinitive mood, and which is generally called the sign of the infinitive mood, is not to be parsed by itself, but with the verb.

2. *To*, the sign of the infinitive, is usually omitted after the active voice of the verbs *bid*, *dare* (to venture), *need*, *make*, *see*, *hear*, *feel*, *let*, and some others; as, "I saw him (to) do it." In the passive voice of these verbs, however, the "to" is usually expressed; as, "He was seen *to* do it."

3. The infinitive mood is frequently used as a noun, and at the same time retains its government of the objective case. Thus, "To write letters is easy." Here, "to write," as a noun, is the subject of the verb "is," and at the same time, as a verb, governs "letters."

## Model for Parsing.

"Charles expects to win the prize." "To win" is a trans. verb, irr. (win, won, won), act. v., inf. m., pres. t., and depends upon the verb "expects," according to Rule XIV. (Quote.)

## Exercises.

1. Write three sentences, each containing a verb in the infinitive mood depending upon some other verb.

2. Write three sentences, each containing a verb in the infinitive mood depending upon an adjective.

3. Write three sentences, each containing a verb in the infinitive mood depending upon a noun.

4. Write three sentences, each containing a verb in the infinitive mood, with the sign of the infinitive omitted.

5. Write three sentences, each containing a verb in the infinitive mood used as a noun in the nominative case, and retaining its government of the objective.

Name the subject and the predicate in each of the following sentences. Name all the single word modifiers of each. Name all the phrases. How used? Name the infinitives. What does each one modify? Parse all the words in the following sentences except the Conjunctions :

Charles expects to return to school.

Mary tried to catch the train.

Henry wanted to borrow my knife.

The sinner was not prepared to die.

He was too scurrilous to be tolerated in decent society.

The President was to have been inaugurated last Friday.

She seemed to love her child, and yet she was seen to treat it badly.

It was too late to travel any farther.

It is too early to visit her.

It was too wet to go out.

I saw him take the book.

I heard him recite the lesson.

They need not call her.

I bade him go home.

Employ your time judiciously, and you will not find it pass so slowly.

To write letters is easy.

To write a good composition requires care.

To love our friends is natural.

## RULE XV.

*A Conjunction connects the Words, Sentences, Phrases, or Clauses, between which it stands.*

## NOTES.

1. The words connected by conjunctions must be of the same class. Nouns are connected with nouns, adjectives with adjectives, verbs with verbs, adverbs with adverbs, etc. Nouns and pronouns are here considered as belonging to one class.

2. Words and clauses are often connected not by a single conjunction, but by two conjunctions, or by a conjunction and an adverb, corresponding to each other; as, "Give me *neither* poverty *nor* riches." "The method proposed was defective, *inasmuch as* it did not provide the means for carrying the plan into effect."

## Models for Parsing.

"James and John are brothers." "And" is a conjunction, connecting "James" and "John," according to Rule XV. (Quote.)

"It is neither cold nor hot." "Neither" and "nor" are corresponding conjunctions, connecting "cold" and "hot," according to a note under Rule XV. (Quote.)

## Exercises.

Name the subject and predicate in each of the following sentences. Name the clauses in each. How connected? Tell how each is used—principal or dependent? If dependent, what does it modify? Is it adverbial or adjectival in its use? Name all phrases, and tell what each modifies and give its use. Name all other modifiers. Parse all the words in the sentences:

John and James have gone to school.

The farmer sold his wheat and corn to the miller.

Forget the faults of others, and remember your own.



You shall never fail, if you do these things.  
Though he slay me, yet will I trust in him.  
He is a friend to-day, but may be an enemy to-morrow.  
As he treats others, so will he be treated by them.  
Washington was a better man than Napoleon.  
Unless it blossom in the spring, the tree will not bear fruit.  
The hour has arrived, therefore we must depart.

## RULE XVI.—INTERJECTIONS.

*An Interjection has no dependence upon other words.*

## NOTES.

1. In parsing an interjection, all that is necessary is to tell what part of speech it is.
2. Sometimes interjections have the appearance of governing the objective case; as, "Ah, me!" But such sentences are always elliptical, some verb or preposition being understood; as, "Ah! (pity) me."



## II. ANALYSIS.



1. ANALYSIS treats of the separation of a sentence into the parts which compose it.

### I. PARTS OF A SENTENCE.

**A Sentence** is a number of words put together so as to make complete sense ; as, "Man is mortal."

A sentence may consist of a single word ; as, "Depart."

**The Essential Parts** of a Sentence are the Subject and the Predicate.

**The Subject** is that of which something is affirmed.

**The Predicate** is that which is affirmed or asserted of the Subject.

In the sentence, "Man lives," *man* is the Subject, *lives* is the Predicate.

There cannot be a sentence without a Subject, expressed or understood.

In the sentence, "Depart," the subject is *thou* or *you* understood.

There cannot be a sentence without a Predicate, expressed or understood.

A Subject and a Predicate, together, make a sentence.

## I. THE SUBJECT.

Distinction of Grammatical Subject and Logical Subject.

The Grammatical Subject is simply the noun or the pronoun which is the subject of the verb.

**Examples.**—" *Man* lives." "The good old *man* still lives." "*He* lives." "*He*, the eloquent and able defender of Christianity, still lives." In the first two examples, the Grammatical Subject is *man*; in the other two, it is *he*.

The Logical Subject is not simply the noun or pronoun which is the subject of the verb, but includes also all the attendant words which in any way modify the meaning of the subject.

In the second example above, the Logical Subject is *The good old man*; in the fourth example, it is *He, the eloquent and able defender of Christianity*.

The Logical Subject of the sentence includes all the words which, taken together, form the subject of discourse.

The Logical Subject is the one treated of in Analysis.

The Subject is of three kinds, Simple, Complex, and Compound.\*

### I. SIMPLE SUBJECTS.

A Simple Subject is a single noun or pronoun, the subject of a verb, with no modifying word or words.

**Examples.**—" *James* wrote the letter." "*He* wrote the

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\* In the remainder of this chapter, it will be understood that the term Subject, unless otherwise specified, means the Logical Subject.

letter." "Henry Clay rose in his place, and addressed the House." "Rivers flow into the sea."

The Logical Subject and the Grammatical Subject are here the same.

## II. COMPLEX SUBJECTS.

A Complex Subject is one in which the noun or pronoun which is the subject of the verb is accompanied by some other word or words which in some way limit or modify its meaning.

**Example.**—"The miserable man, overwhelmed with debt, and convicted of crime, lived a most unhappy life." Here the subject is "man" with all the other accompanying words in italics. These accompanying words modify or limit the word "man." They all, taken together, form the subject of which the affirmation is made.

### Adjuncts to the Subject.

Adjuncts are the accompanying words which make a Subject complex.

The Adjuncts of the Subject are of three kinds, namely, Single Words, Phrases, and Clauses.

A Phrase is a number of words, connected in meaning, but not containing a predicate, and not making by themselves complete sense. Phrases, in their office or use, are either adjectival or adverbial.

A Clause is a part of a sentence containing a predicate with its subject, making by themselves complete sense, yet not independent, being used to modify some other part or parts of the sentence of which it is a part.

Clauses, in their office or use, are either substantive, adjectival, or adverbial.

The following are examples of each of these three kinds of adjuncts.

1. Single Words.—"The good man has departed." Here

“the” and “good” are single words, modifying the subject “man.”

**2. Phrases.**—“The good man, *in the midst of his usefulness*, has departed.” Here the words, “in the midst of his usefulness,” form a modifying phrase.

**3. Clauses.**—“The good man, *who had gained great renown*, departed.” Here the words, “who had gained great renown,” form a modifying clause.

### Ways in which Adjuncts Modify the Subject.

The Subject is modified by Adjuncts, as follows :

1. By an article ; as, “ *The* man has arrived.”
2. By an adjective ; as, “ *Good* men are few.”
3. By a noun or pronoun in apposition ; as, “ James Brown, *artist*, is dead ” ; “ Elizabeth *herself* has arrived.”
4. By a noun or pronoun in the possessive ; as, “ *Winter's* frosts have disappeared ” ; “ *Your* time has come.”
5. By a participle ; as, “ Brothers *divided* are a sad sight.”
6. By a verb in the infinitive ; as, “ The time *to study* should not be lost.”
7. By a phrase, which may be—
  1. A preposition and its object ; as, “ The lessons *of the day* were not recited.”
  2. Appositive ; as, “ John, *the Baptist*, preached in the wilderness.”
  3. Participial ; as, “ The sun, *shining through the mist*, looked white and ghastly.”
8. By a clause ; as, “ Lessons *which are easy* are apt to be neglected ” ; “ The fear *that he might be detected* kept him from committing the crime.”

**Model.**—“ A large increase of wealth might make him careless.”

In this sentence,

1. The simple subject is *increase*.



2. Its adjuncts or modifiers are the article *a*, the adjective *large*, and the preposition and its object, *of wealth*.

3. The whole complex subject is *a large increase of wealth*.

**Exercises.**—Name in each of the following sentences :

(1) The simple subject.

(2) The adjuncts or modifiers of the simple subject.

(3) The whole complex subject.

1. The thorough knowledge of Scripture helps us in understanding all other truth.

2. An anxious desire to do right was manifest in all his conduct.

3. James's impetuous disposition, which ought to have been checked, was allowed to have free sway.

4. The great apostle Paul himself was subject to calumny.

5. A selfish desire for wealth, unchecked, is apt to pervert the moral principles.

6. A neat little cottage, standing by the river's brink, attracted his attention.

7. The tallest oak must bend before the mighty power of the wind.

8. Henry, an English king, was considered to be a great scholar because he could write his name.

### Ways in which the Adjuncts of the Subject are Modified by other Adjuncts.

Adjuncts of the Subject may themselves be modified by other words, as follows :

1. A Noun used as an adjunct of the subject may be modified in all respects as the principal noun.

**Example.**—"James Applegate, the old *man* that you spoke of, has left for parts unknown."

2. An Adjective used as an adjunct of the subject may be modified :

(1) By a preposition and its object.

(2) By an infinitive.

(3) By an adverb.

**Examples.**—"A man merciful *in disposition*." "A man quick *to resent injury*." "A *very* abundant harvest."

An adverb used to modify an adjunct adjective may itself be modified :

(1) By another adverb.

(2) By a preposition and its object.

**Examples.**—"Most thoroughly wicked." "An essay replete, agreeably *to expectation*, with varied knowledge."

3. A Participle, or an Infinitive, used as an adjunct of the subject, may be modified :

(1) By an object.

(2) By a preposition with its object.

(3) By an infinitive.

(4) By an adverb.

**Examples of the Participle.**—"The man, having written *the letter*, mailed it." "The man, living *in ease*, became indolent." "The man, wishing *to sleep*, retired to his room." "The man, *thoroughly* frightened, fled from the house."

**Examples of the Infinitive.**—"A desire to gain *honor*." "A desire to live *in ease*." "A resolution to cease *to do evil*." "A resolution to cease *immediately* from evil courses."

#### NOTES.

1. A Participle, or an Infinitive, with its adjuncts, may be used as a subject; as, "*Learning Latin thoroughly* requires much time." "*To learn Latin thoroughly* requires much time."

2. A Participle, when used as a subject, may be modified by a noun, or an adjective, having no other grammatical dependence; as, "*Being a hero* requires courage." "*Being heroic* requires courage."

3. An Infinitive, when used as a subject, may be modified by a noun, an adjective, or a participle, having no other

grammatical dependence ; as, "To be a *hero* requires courage." "To be *heroic* requires courage." "To live constantly *fearing* death requires patience."

**Model.**—"The desire of the aspiring boy to receive in his youth a suitable education was natural."

In this sentence,

1. The simple subject is *desire* ("desire was natural").
2. The adjuncts or modifiers of this subject are the following :

(a) The article *the* ("the desire").

(b) The preposition and its object, *of boy*, ("the desire of boy").

(c) The infinitive *to receive* ("the desire of boy to receive").

3. The adjuncts are themselves modified by other adjuncts, as follows :

(a) The adjunct *of boy* is modified by the article *the* and the adjective *aspiring* ("of the aspiring boy").

(b) The adjunct *to receive* is modified by the object *education* and the preposition and its object, *in youth* ("to receive in youth education").

(c) The adjunct *in youth* is modified by the possessive pronoun *his* ("in his youth").

(d) The adjunct *education* is modified by the article *a* and the adjective *suitable* ("a suitable education").

4. The whole complex subject is, *The desire of the aspiring boy to receive in his youth a suitable education.*

**Exercises.**—In each of the following sentences, name—

- (1) The simple subject.
- (2) Its adjuncts or modifiers.
- (3) The adjuncts of the adjuncts.
- (4) The whole complex subject.

1. The earnest conviction of Christopher Columbus that he

would reach land by sailing westward led to the discovery of the new world.

2. Paul, the apostle of the gentiles, rejoicing steadfastly in the hope set before him, suffered martyrdom.

3. The birds with their bright feathers, sailing through the air, gladden the heart of man.

4. Careless of fame, the youth pursues the even tenor of his way.

5. In the centre was a vast hollow square filled with innumerable flowering plants.

**Note.**—The Subject is often transposed and placed after the predicate, as in this last example.

### III. COMPOUND SUBJECTS.

A Compound Subject is one which consists of two or more subjects, either simple or complex, connected by one or more conjunctions.

#### NOTES.

1. Sometimes the separate subjects which form the Compound Subject may make separate sentences, by repeating the predicate.

**Example.**—"Lakes and oceans are large bodies of water." This may be separated into two sentences, thus: "Lakes are large bodies of water." "Oceans are large bodies of water."

2. Sometimes the several subjects cannot be thus separated, because the predicate does not admit of it.

**Example.**—"The Raritan river, the Delaware river, and the connecting canal, form a continuous line of inland navigation between New York and Philadelphia." Here the predicate is true of the compound subject as a whole, but not of any of the single subjects taken by itself.

3. This separation into distinct sentences may be made whenever the predicate is true of each subject taken by itself, but cannot be made when the predicate is true of the different subjects only when taken together as a whole.

4. Each of the separate subjects which form a compound subject may be complex, and as such may be modified by adjuncts in all the different ways already described under the head of Complex Subjects.

**Exercises.**—Write simple sentences with simple subjects. Write simple sentences with complex subjects. Write simple sentences with compound subjects. Write separate sentences in which the subject will be modified (1) by an article; (2) by an adjective; (3) by a word in apposition; (4) by a word in the possessive case; (5) by a participle; (6) by a verb in the infinitive; (7) by a prepositional phrase; by an appositive phrase; by a participial phrase; (8) by a clause.

## II. THE PREDICATE.

### Distinction of Grammatical Predicate and Logical Predicate.

The Grammatical Predicate is simply the finite verb to which the noun or pronoun forming the grammatical subject is nominative.

**Examples.**—"The man *lives*." "The man *has* at length *reached* home safely." "Cæsar *was* the conqueror of Gaul." The grammatical predicates here are the verbs *lives*, *has reached*, and *was*.

The Logical Predicate is not simply the verb of which the noun or pronoun is the subject, but includes also all the attendant words which in any way modify the meaning of the verb.

In the second example above, the Logical Predicate is, *has at length reached home safely*; in the third example it is, *was the conqueror of Gaul*.

The Logical Predicate, then, includes all the words which, taken together, tell what is said or affirmed of the subject.



The Logical Predicate is the one treated of in Analysis.

The Predicate is of three kinds, Simple, Complex, and Compound.

### I. SIMPLE PREDICATES.

A Simple Predicate is a single finite verb, having some noun or pronoun for its nominative.

The Logical Predicate and the Grammatical Predicate here are the same.

**Examples.**—"The sun *has risen*." "The illustrious general, who had been victorious in a hundred fights, *was defeated*."

### II. COMPLEX PREDICATES.

A Complex Predicate is one in which the predicate verb is accompanied by some other word or words which in some way limit or modify its meaning.

**Example.**—"The life of such a man *will at length come to an end in the midst of shame and sorrow*." Here the predicate is the verb "will come," with all the other accompanying words in italics. These accompanying words modify or limit the verb "will come." They all, taken together, form the affirmation which is made in regard to "the life of such a man."

### Adjuncts to the Predicate.

Adjuncts are the accompanying words which make a Predicate complex.

The Adjuncts of the Predicate are of three kinds, namely, Single Words, Phrases, and Clauses.

The following are examples of each of these three kinds of adjuncts :

1. **Single Words.**—"The old man went *back slowly*." Here

"back" and "slowly" are single words modifying or qualifying the predicate "went."

2. **Phrases.**—"The old man went *to his home in great wrath.*" Here the phrases, "to his home," and "in great wrath," modify the predicate "went."

3. **Clauses.**—"The man lived in the house *which was upon the hill-side.*" Here the clause, "which was upon the hill-side," is one of the modifiers of the predicate "lived."

### Ways in which Adjuncts Modify the Predicate.

The Predicate is modified by Adjuncts, as follows :

1. By an adjective relating to the subject-nominative; as, "Good men are *few.*" The adjective in this case is called the adjective-predicate, and is parsed as belonging to the noun or pronoun which is the subject of the verb.

2. By a participle relating to the subject-nominative; as, "He sat *watching.*"

3. By a noun or pronoun in the nominative after the verb; as, "The men have become *drunkards,*" "It is *I.*" The noun or pronoun in this case is called the nominative-predicate.

**Note 1.**—The nominative-predicate after a verb is sometimes introduced by the conjunction *as*. "He was regarded *as a scholar.*"

**Note 2.**—A noun or pronoun can be nominative-predicate only after intransitive verbs and after the passive voice of transitive verbs; as, "He was called *a villain.*"

**Note 3.**—A noun-predicate after an infinitive may be in the objective, if the word which it represents is in the objective; as, "We allowed *them* to become *drunkards.*"

4. By a noun or pronoun which is the object of the verb; as, "We saw *him,*" "We heard *noises.*"

**Note.**—An objective-predicate can occur only after a transitive verb in the active voice, or after an intransitive verb having the same meaning as the object; as, "He *runs* a race."

5. By a preposition with its object; as, "The man has gone *to town.*"

6. By a verb in the infinitive ; as, " He continued *to move*."

7. By an adverb ; as, " He writes *rapidly*."

8. By a clause ; as, " He asked *that the time might be extended*."



**Model.**—" No man can truly say that he is without sin."

In this sentence,

1. The simple predicate is, *can say*.

2. Its adjuncts or modifiers are the adverb *truly*, and the clause, *that he is without sin*.

3. The whole complex predicate is, *can truly say that he is without sin*.

**Exercises.**—In each of the following sentences name—

(1) The simple predicate.

(2) The adjuncts or modifiers of the simple predicate.

(3) The whole complex predicate :

1. Wealth begets desire for wealth.

2. Men of learning have often been unwise.

3. The lark rises toward heaven singing.

4. Fishes glide rapidly through water by swimming.

5. Christopher Columbus believed after study that the earth was round.

**Ways in which the Adjuncts of the Predicate are Modified by other Adjuncts.**

Adjuncts of the predicate may themselves be modified by other words.

The several parts of speech, when used as adjuncts to the predicate, are modified in the same manner as the same words are when used as adjuncts to the subject.



**Model.**—"The wrestler found in the city a young man willing to compete with him."

In this sentence,

1. The simple predicate is the verb *found* ("wrestler found").

2. The adjuncts or modifiers of this predicate are the following:

(a) The noun *man*, object of the verb ("wrestler found man").

(b) The preposition and its object, in the city ("The wrestler found in the city man").

3. The adjuncts are themselves modified by other adjuncts, as follows:

(a) The adjunct *man* is modified by the article *a* and the adjectives *young* and *willing* ("a young man willing").

(b) The adjunct *willing* is itself modified by the infinitive *to compete*, and that again by the preposition and object *with him* ("willing to compete with him").

4. The whole complex predicate is, *found in the city a young man willing to compete with him*.

**Exercises.**—In each of the following sentences name—

(1) The simple predicate.

(2) Its adjuncts or modifiers.

(3) The adjuncts of the adjuncts.

(4) The whole complex predicate:

1. The silver mines of Mexico and Peru far exceed in value the whole of the European and Asiatic mines.

2. The distance from the earth to the sun is, in round numbers, one hundred millions of miles.

3. The ordinary processes of direct instruction are of immense importance, presupposing in the mind to which they are applied an active co-operation.

4. The faith of the first Christians expressed itself in vehement reaction against the prevailing tendencies of an exceedingly corrupt civilization.

5. The genius for disorder, which shows itself in some young persons, is not a hopeful sign for their future comfort in life.

### III. COMPOUND PREDICATES.

A Compound Predicate is one which consists of two or more predicates, whether simple or complex, united by one or more conjunctions.

#### NOTES.

1. The several predicates which form the compound predicate may generally make separate sentences, by repeating the subject.

**Examples.**—"The Atlantic ocean is the large body of water lying between Europe and America, and is traversed continually by steamers and sailing vessels." This may be separated into two distinct sentences, thus: "The Atlantic ocean is the large body of water lying between Europe and America." "The Atlantic ocean is traversed continually by steamers and sailing vessels."

"Drunkenness enslaves and debases a man." This may be separated into the two sentences, "Drunkenness enslaves a man," "Drunkenness debases a man."

2. Each of the separate predicates which form a compound predicate may be complex, and as such may be modified by adjuncts, in all the different ways described under the head of Complex Predicates.

**Exercises.**—Write simple sentences containing simple predicates. Change these simple predicates to complex predicates. Write them again with compound predicates. Write separate sentences in which the predicate will be modified: (1) by a predicate adjective; (2) by a participle; (3) by a noun or pronoun nominative after the verb; (4) by a noun or pronoun which is the object of a verb; (5) by a prepositional phrase; (6) by a verb in the infinitive; (7) by an adverb; (8) by a clause.





## II. KINDS OF SENTENCES.

### Two Ways of Classifying Sentences.

Sentences are divided into classes or kinds, first in reference to their use, secondly in reference to their structure.

I. Sentences, as to their use, are divided into three kinds, namely, Declarative, Interrogative, and Imperative.

**A Declarative Sentence** is one which is used simply to declare or to deny.

A Declarative sentence must always contain a verb in the Indicative or the Potential mood ; as, "He has not failed," "A life spent in doing good could not be a failure."

**An Interrogative Sentence** is one which is used to ask a question.

An Interrogative sentence must always contain a verb in the Indicative or the Potential mood ; as, "Has he failed?" "Could a life spent in doing good be a failure?"

**An Imperative Sentence** is one which is used to command, exhort, entreat, or permit.

An Imperative sentence must always contain a verb in the Imperative mood ; as, "Write the copy according to your directions," "Father, forgive us," "Go, if you desire it."

II. Sentences, as to their structure, are divided into three kinds, Simple, Complex, and Compound.

### I. SIMPLE SENTENCES.

**A Simple Sentence** is one which contains but one subject and one predicate.

The subject and the predicate may have any kind and degree of complexity, except that arising from the introduction of a clause, and yet the sentence be simple.

"The Delaware, the Raritan, and the connecting canal form a continuous line of navigation." This is a simple sentence, because, although three things are named, they constitute but one inseparable subject. The proposition would not be true, if made of any one of them separately.

"Lakes and oceans are large bodies of water." This is not simple, because it may be resolved into the two sentences, "Lakes are large bodies of water," "Oceans are large bodies of water."

"A canoe which is made of bark is easily broken." This is not simple, because the subject is modified by a clause. The sentence thus has two predicates, *is made*, and *is broken*.

"The man learned that the canoe was made of bark." This is not simple, because the predicate is modified by a clause. The sentence thus has two predicates, *learned*, and *was made*.

"The foolish young man, in the flush of a momentary excitement, rushing into the surging stream, at the time of high water, in a frail canoe made of bark, was rapidly whirled by the impetuosity of the descending current into the yawning abyss below." Here, both the subject and the predicate are very complex, yet the sentence is simple. It has but one subject and one predicate.

## II. COMPLEX SENTENCES.

A Complex Sentence is one which contains a simple sentence, with one or more clauses modifying either its subject or its predicate.

"A life which is spent in doing good cannot be a failure." This is a complex sentence, because the subject is modified by the clause, *which is spent in doing good*.

"He was at the station when the train arrived." This is complex, because the predicate is modified by the clause, *when the train arrived*.

### III. COMPOUND SENTENCES.

A Compound Sentence is one which contains two or more sentences, connected by one or more conjunctions.

“He left home in good season, and was at the station when the train arrived.” This is a compound sentence, containing the simple sentence, *He left home in good season*, and the complex sentence, [*He*] *was at the station when the train arrived*, the two being connected by the conjunction *and*.

The sentences which compose a Compound Sentence are called its Members.



### III. EXPLANATION OF TERMS.

The terms Phrase, Clause, and Member frequently occur in speaking of Sentences. These terms have been already defined, but some additional illustration seems desirable.

#### I. PHRASES.

A Phrase is a number of words, connected in meaning, but not containing a predicate, and not making by themselves complete sense.

The principal Phrases are the following :

1. The Appositional Phrase ; as, “June, *the month of roses*, has come at length.”
2. The Prepositional Phrase ; as, “The cause of *all this misery* was bad temper.”
3. The Adjective Phrase ; as, “Youth, *full of expectation*, is ever sanguine.”
4. The Participial Phrase ; as, “*Living on vegetables*, he was not strong.”

5. The Infinitive Phrase; as, "He determined *to live on vegetables only*."

6. The Subject Phrase. This is where a Participial Phrase or an Infinitive Phrase is used as the subject to the verb; as, "*Living on vegetables only* is not conducive to strength," "*To live on vegetables only* is not conducive to strength."

"The Absolute Phrase; as, "*The king being dead*, his oldest son succeeds to the throne."

8. The Independent Phrase. This includes all mere exclamations, and all words addressed to persons or things, and not grammatically dependent upon the other parts of the sentence; as, "*Out upon the villain!* he deserves the halter," "*Detestable villain*, you deserve the halter." These exclamations and addresses often consist of a single word; as, "*Villain*, leave the house."

## II. CLAUSES.

A Clause is a part of a sentence, containing a verb and its subject, making by themselves complete sense, yet not independent, being used to modify some other part or parts of that sentence of which it is a part.

The principal Clauses are the following:

1. The Relative Clause; as, "The man *who is faithful to duty* is to be honored."

2. The Appositional Clause; as, "The maxim, *Put not off till to-morrow what can be done to-day*, has much wisdom."

3. The Subject Clause; as, "*That life is uncertain* is known to all."

4. The Object Clause; as, "They knew *that the man was a villain*."

5. The Adverbial Clause; as, "He remained at the station *until the train left*."

6. The Conjunctive Clause; as, "He will meet you at the station, *if you come in time*."

## III. MEMBERS.

A Member is a sentence, complete and independent in itself, and not used to modify any word or clause, yet united by a conjunction with some other sentence to form a compound sentence.

The difference between Members and Clauses is this: Members are parts of compound sentences; Clauses, of complex sentences. A Member of a sentence can stand alone as an independent sentence; a Clause, though containing a subject and predicate, is yet always dependent upon something outside of itself.

The sun, *when it had risen*, scorched the grass." "When it had risen" cannot stand alone, as an independent sentence, it is, therefore, a clause.

"The sun had risen, and the grass was scorched." Here are two sentences, each complete and independent in itself, but both united to form a Compound sentence. These two sentences, taken separately, are called the Members of the Compound sentence.

A complex sentence may be reduced to a simple sentence by abridging the dependent clause to the form of a phrase.

The phrase may be reduced to the form of a single word modifier.

Examples.—"A generous man has many admirers." "A man of generosity has many admirers." "A man who is generous has many admirers."

The general rule for the abridgement of a dependent clause is to take away the connective and change the predicate either to an infinitive or to a participle.

The abridged form thus becomes a participle and a participial noun, and a nominative absolute or an infinitive.







## SELECTIONS

FOR

### ANALYSIS AND PARSING.

—○○○—

IN the following extracts name the subjects and predicates in each proposition. Name the single word modifiers. Name the phrase modifiers, and state how they are used. If the sentence is complex, name the clause modifier, and state how it is used. If the sentence is compound, name its members.

—○○○—

STRAIGHT from the mighty bow this truth is driven :  
“They fail, and they alone, who have not striven.”  
—C. URMY.

—○○○—

NO rock so hard, but that a little wave  
May beat admission in a thousand years.  
—TENNYSON.

—○○○—

HOWE’ER it be, it seems to me,  
’Tis only noble to be good ;  
Kind hearts are more than coronets,  
And simple faith than Norman blood.  
—TENNYSON

—○○○—

HERE the fringed gentian of the poet blows,  
Yielding dim odor; yellow violets still  
Jewel Spring's naked bosom till it glows,  
While yet the air holds fast its wintry chill.

—BRYANT.



THE little toy dog is covered with dust,  
But sturdy and stanch he stands;  
And the little boy soldier is red with rust,  
And his musket moulds in his hands.  
Time was when the little toy dog was new,  
And the soldier was passing fair;  
And that was the time when our Little Boy Blue  
Kissed them and put them there.

—EUGENE FIELD.



“WHAT are you good for, my brave little man?”  
Answer that question for me if you can.  
Over the carpet the dear little feet  
Came with a patter to climb in my seat;  
Two merry eyes, full of frolic and glee,  
Under their lashes looked up unto me;  
Two little hands pressing soft on my face,  
Drew me down close in a loving embrace;  
Two rosy lips gave the answer so true,  
“Good to love you, mamma,—good to love you.”

—EMILY HARTINGTON MILLER



“GREAT, wide, beautiful, wonderful world,  
With the wonderful water round you curled,  
And the wonderful grass upon your breast,  
World, you are beautifully dressed.

The wonderful air is over me,  
And the wonderful wind is shaking the tree,  
It walks on the water, and whirls the mills,  
And talks to itself on the tops of the hills."

"LILLIPUT LECTURES."



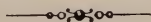
THE frost looked forth on a still clear night,  
And whispered, "Now, I shall be out of sight;  
So, through the valley, and over the height,  
In silence I'll take my way.  
I will not go on like that blustering train,  
The wind and the snow, the hail and the rain,  
That make such a bustle and noise in vain;  
But I'll be as busy as they!"

—HANNAH F. GOULD.



AMONG the beautiful pictures  
That hang on memory's wall,  
Is one of a dim old forest,  
That seemeth the best of all;  
Not for its gnarled oaks olden,  
Dark with the mistletoe;  
Not for the violets golden  
That sprinkle the vale below;  
Not for the milk-white lilies  
That lean from the fragrant hedge,  
Coquetting all day with the sunbeams,  
And stealing their golden edge;  
Not for the vines on the upland  
Where the bright red berries rest;  
Nor the pinks, nor the pale, sweet cowslip,  
It seemeth to me the best.

—ANONYMOUS.



THREE little noses are flattened against the pane ;  
 Three little rosy mouths are bemoaning the rain ;  
 Saint Swithin is christening the apples with might and with  
 main.

" O Saint Swithin, Saint Swithin," the children say,  
 " Surely you've christened the apples enough to-day."

" Rain, rain," say the children, " be off to Spain !  
 Never, never, we charge you, come back again !  
 We want to run in the garden, and down comes the rain !  
 O Saint Swithin, Saint Swithin," the children plead,  
 " We want our run in the garden, we do indeed."

—E. H. HICKEY.



HE had played for his lordship's levee,  
 He had played for her ladyship's whim,  
 Till the poor little head was heavy,  
 And the poor little brain would swim.

And the face grew peaked and eerie,  
 And the large eyes strange and bright ;  
 And they said—too late—" He is weary !  
 He shall rest, for at least to-night !"

—AUSTIN DOBSON.



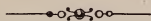
PIPED the blackbird on the beechwood spray :  
 " Pretty maid, slow wandering this way,  
 " What's your name ?" quoth he—  
 What's your name ? Oh, stop and straight unfold,  
 Pretty maid with showery curls of gold,"—  
 " Little Bell," said she.

Little Bell sat down beneath the rocks—  
 Tossed aside her gleaming golden locks—  
 " Bonny bird," quoth she,  
 " Sing me your best song before I go."  
 " Here's the very finest song I know,  
 Little Bell," said he.

And the blackbird piped ; you never heard  
Half so gay a song from any bird—

Full of quips and wiles,  
Now so round and rich, now soft and slow,  
All for love of that sweet face below,  
Dimpled o'er with smiles.

—T. B. WESTWOOD.



THE dear God hears and pities all,  
He knoweth all our wants ;  
And what we blindly ask of him,  
His love withholds or grants.

And so I sometimes think our prayers  
Might well be merged in one ;  
And nest and perch, and hearth and church,  
Repeat, "Thy will be done!"

—JOHN G. WHITTIER.



SOME murmur, when their sky is clear  
And wholly bright to view,  
If one small speck of dark appear  
In their great heaven of blue ;

And some with thankful love are filled,  
If but one streak of light,  
One ray of God's good mercy, gild  
The darkness of their night.

—RICHARD C. TRENCH.



THEY say that God lives very high,  
But if you look above the pines  
You cannot see our God ; and why ?



And if you dig down in the mines,  
 You never see him in the gold ;  
 Though from him all that glory shines.

God is so good, he wears a fold  
 Of heaven and earth across his face—  
 Like secrets kept, for love, untold.

But still I feel that his embrace  
 Slides down by thrills, through all things made,  
 Through sight and sound of every place ;

As if my tender mother laid  
 On my shut lids her tender pressure,  
 Half-waking me at night, and said,  
 "Who kissed you in the dark, dear guesser?"  
 —ELIZABETH BARRETT BROWNING.



THEY drive home the cows from the pasture,  
 Up through the long shady lane,  
 Where the quail whistles loud in the wheat-fields,  
 That are yellow with ripening grain.  
 They find in the thick waving grasses,  
 Where the scarlet-lipped strawberry grows,  
 They gather the earliest snowdrops,  
 And the first crimson buds of the rose.

—M. H. KROUT.



OVER and over again,  
 No matter which way I turn,  
 I always find in the book of life,  
 Some lesson I have to learn.  
 I must take my turn at the mill,  
 I must grind out the golden grain,  
 I must work at my task with a resolute will,  
 Over and over again.

—ANONYMOUS.

THE children crowned themselves with roses,  
And all the roses died !  
Pale on the soft brown locks they lay,  
Like a dream of spring on a cold white day,  
In the barren winter-tide :  
Throw the fading vision by !  
Make a crown that cannot die.

The children crowned themselves with diamonds,  
And could not bear the weight ;  
Down they droop their weary curls,  
Like a leaf that falls or a sail that furls,  
When the night is dark and late.  
Throw away the useless things !  
Crowns should be as light as wings.

The children crowned themselves with wishes,  
And every wish came true ;  
Love lies soft on each fair head,  
Kisses dry the tears they shed,—  
Hope each day is new.  
Keep that crown, nor keep in vain !  
If it dies, it grows again.



A FAIR little girl sat under a tree,  
Sewing as long as her eyes could see ;  
Then smoothed her work and folded it right,  
And said, " Dear work, good-night, good-night !"

Such a number of rooks came over her head,  
Crying " Caw ! " " Caw ! " on their way to bed,  
She said, as she watched their curious flight,  
" Little black things, good-night, good-night !"

The horses neighed, and the oxen lowed,  
The sheeps' " Bleat ! Bleat ! " came over the road ;  
All seeming to say, with a quiet delight,  
" Good little girl, good-night, good-night !"

She did not say to the sun, "Good-night!"  
Though she saw him there like a ball of light;  
For she knew he had God's time to keep  
All over the world, and never could sleep.

—LORD HOUGHTON.



O THE Broom, the yellow Broom,  
The ancient poet sung it,  
And dear it is on summer days  
To lie at rest among it.

I know the realms where people say,  
The flowers have not their fellow;  
I know where they shine out like suns,  
The purple and the yellow.

I know where ladies live enchained  
In luxury's silken fetters,  
And flowers as bright as glittering gems  
Are used for written letters.

But ne'er was flower so fair as this,  
In modern days or olden;  
It groweth on its nodding stem  
Like to a garland golden.

—MARY HOWITT.



LADY-BIRD, lady-bird! fly away home!  
The field-mouse has gone to her nest,  
The daisies have shut up their sleepy red eyes,  
And the bees and the birds are at rest.

Lady-bird, lady-bird! fly away home!  
The glow-worm is lighting her lamp,  
The dew's falling fast, and your fine speckled wings  
Will flag with the close-clinging damp.

—CAROLINE B. SOUTHEY.

WHEN cats run home and light is come,  
And dew is cold upon the ground,  
And the far-off stream is dumb,  
And the whirring sail goes round,  
And the whirring sail goes round;  
Alone and warming his five wits,  
The white owl in the belfry sits.

When merry milkmaids click the latch,  
And rarely smells the new-mown hay,  
And the cock hath sung beneath the thatch  
Twice or thrice his roundelay,  
Twice or thrice his roundelay;  
Alone and warming his five wits,  
The white owl in the belfry sits.

—ALFRED TENNYSON.



OVER the river and through the wood,  
To grandfather's house we go;  
The horse knows the way  
To carry the sleigh  
Through the white and drifted snow.

Over the river and through the wood—  
Oh, how the wind does blow!  
It stings the toes  
And bites the nose,  
As over the ground we go.

—LYDIA MARIA CHILD.



“GOOD-NIGHT, Sir Rook!” said a little lark,  
“The daylight fades; it will soon be dark;  
I’ve bathed my wings in the sun’s last ray,  
I’ve sung my hymn to the parting day;  
So now I haste to my quiet nook  
In yon dewy meadow—good-night, Sir Rook!”

"Good-night, poor Lark," said his titled friend,  
 With a haughty toss and a distant bend;  
 I also go to my rest profound,  
 But not to sleep on the cold, damp ground:  
 The fittest place for a bird like me  
 Is the topmost bough of yon tall pine-tree.

—ANONYMOUS.



A FAIRY was mending a daisy  
 Which some one had torn in half;  
 Her sisters all thought her crazy,  
 And only looked on to laugh.  
 They showed her scores in the hedges,  
 And scores that grew by the tarn,  
 And scores on the green field-edges,  
 But she went on with her darn.

—ANONYMOUS.



STAND by the flag! Its stars, like meteors gleaming,  
 Have lighted Arctic icebergs, southern seas,  
 And shone responsive to the stormy beaming  
 Of old Arcturus and the Pleiades.

Stand by the flag! Its stripes have streamed in glory,  
 To foes a fear, to friends a festal robe,  
 And spread in rhythmic lines the sacred story  
 Of Freedom's triumphs over all the globe.

—JOHN NICHOLAS WILDER.



HAVE you heard the tale they tell of the swan,  
 The snow-white bird of the lake?  
 It noiselessly floats on the silvery wave,  
 It silently sits in the brake;  
 For it saves its song till the end of life,  
 And then in the soft, still even,



'Mid the golden light of the setting sun,  
 It sings as it soars into heaven,  
 And the blessed notes fall back from the skies;  
 'Tis its only song, for on singing it dies.

—HARBAUGH.

A MAN defends the truth with his right hand;  
 The coward only is the tyrant's slave.

—INGLIS.

THE consul's brow was sad,  
 And the consul's speech was low,  
 And darkly looked he at the wall,  
 And darkly at the foe:  
 "Their van will be upon us  
 Before the bridge goes down;  
 And if they once may win the bridge,  
 What hope to save the town?"

Then out spake brave Horatius,  
 The captain of the gate:  
 "To every man upon this earth  
 Death cometh soon or late.  
 And how can man die better  
 Than facing fearful odds  
 For the ashes of his fathers,  
 And the temples of his gods?"

—THOMAS BABINGTON MACAULAY.

THE sky is clouded, the rocks are bare;  
 The spray of the tempest is white in air  
 The winds are out with the waves at play  
 And I shall not tempt the sea to-day.

The trail is narrow, the wood is dim,  
 The panther clings to the arching limb;  
 And the lion's whelps are abroad at play,  
 And I shall not join in the chase to-day.

But the ship sailed safely over the sea,  
 And the hunters came from the chase in glee;  
 And the town that was builded upon a rock  
 Was swallowed up in the earthquake-shock.

—BRET HARTE.



WINGS for the angels, but feet for men !  
 We may borrow the wings to find the way—  
 We may hope and resolve and aspire and pray,  
 But our feet must rise or we fall again.

Only in dreams is a ladder thrown  
 From the weary earth to the sapphire walls;  
 But the dreams depart, and the vision falls,  
 And the sleeper wakes on his pillow of stone.

Heaven is not reached at a single bound;  
 But we build the ladder by which we rise  
 From the lowly earth to the vaulted skies,  
 And we mount to its summit round by round.

—JOSIAH GILBERT HOLLAND.



“HAD I wist,” quoth Spring to the swallow,  
 “That earth could forget me, kissed  
 By Summer, and lured to follow  
 Down ways that I know not of, I,  
 My heart had not waxed so high :  
 Mid-March would have seen me die,  
 Had I wist !”

“Had I wist, O Spring,” said the swallow,  
 “That hope was a sun-lit mist,  
 And the faint light heart of it hollow,  
 Thy woods had not heard me sing,  
 Thy winds had not known my wing;  
 It had faltered ere thine did, Spring,  
 Had I wist !”

—ALGERNON CHARLES SWINBURNE.

MORNING, evening, noon, and night,  
 "Praise God!" sang Theocrite.

Then to his poor trade he turned,  
 Whereby the daily meal was earned.

Hard he labored, long and well :  
 O'er his work the boy's curls fell.

But ever, at each period,  
 He stopped and sang, "Praise God!"

Then back again his curls he threw,  
 And cheerful turned to work anew.

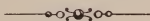
ROBERT BROWNING.



FORTUNE will not come with seeking ;  
 I have sought it, and I know :  
 I have looked for four-leaved clover  
 All the hillside on and over ;  
 By the brook, and in the meadow,  
 In the sunshine, in the shadow,  
 But my clover does not grow.

Fortune will not come with seeking ;  
 Here beside my open door  
 I will rest, my search is over ;  
 I can find no four-leaved clover ;  
 On, through the deceitful meadow,  
 In the sunshine, in the shadow,  
 I shall never seek it more !

—ANONYMOUS.



WHO counts himself as nobly born  
 Is noble in despite of place.  
 And honors are but brands, to one  
 Who wears them not with Nature's grace.

Then, be thou peasant, be thou peer,  
 Count it still more, thou art thine own;  
 Stand on a larger heraldry  
 Than that of nation or of zone.

What though not bid to knightly halls?  
 Those halls have missed a courtly guest;  
 That mansion is not privileged,  
 Which is not open to the best.

—ANONYMOUS.



A CLOUD possessed the hollow field,  
 The gathering battle's smoky shield.  
 Athwart the gloom the lightning flashed,  
 And through the cloud some horsemen dashed,  
 And from the heights the thunder pealed.

Then at the brief command of Lee,  
 Moved out that matchless infantry,  
 With Pickett leading grandly down,  
 To rush against the roaring crown  
 Of those dread heights of destiny.

God lives! He forged the iron will  
 That clutched and held that trembling hill.  
 God lives and reigns! He built and lent  
 The heights for Freedom's battlement  
 Where floats her flag in triumph still!

Fold up the banners! Smelt the guns!  
 Love rules. Her gentler purpose runs.  
 A mighty mother turns in tears  
 The pages of her battle years,  
 Lamenting all her fallen sons!

—WILL. H. THOMPSON.



GOD give us men! A time like this demands  
 Strong minds, great hearts, true faith, and ready hands—  
 Men whom the lust of office will not kill;  
 Men whom the spoils of office cannot buy;

Men who possess opinions and a will ;  
Men who have honor ; men who will not lie ;  
Tall men, sun-crowned, who live above the fog ;  
In public duty and in private thinking.

—J. G. HOLLAND.



A TIRED little worm went to sleep one day  
In a soft little cradle of silken gray,  
And he said, as he snugly curled up in his nest,  
“ Oh, crawling was pleasant, but rest is the best.”

He slept through the winter, long and cold,  
All tightly up in his blankets rolled  
And at last awoke on a warm spring day,  
To find that winter had gone away.

He woke to find he had golden wings,  
And no longer need crawl over sticks and things.  
“ Oh, the earth was nice,” said the glad butterfly,  
“ But heaven is best when we learn to fly.”

—“OUR LITTLE FOLKS PRIMER.”—*Educational Pub. Co.*



A GRIM old king,  
Whose blood leapt madly when the trumpets brayed  
To joyous battle 'mid a storm of steeds,  
Won a rich kingdom on a battle-day ;  
But in the sunset he was ebbing fast,  
Ringed by his weeping lords.

—ALEXANDER SMITH.



ONE day at a time ! That's all it can be :  
No faster than that is the hardest fate :  
And days have their limits, however we  
Begin them too early and stretch them too late.



One day at a time ! Every heart that aches  
 Knows *only* too well how long it can seem,  
 But it's never to-day when the spirit breaks—  
 It's the darkened future, without a gleam.

One day at a time ! But a single day,  
 Whatever its load, whatever its length :  
 And there's a bit of precious Scripture to say,  
 That according to each shall be our strength.

—HELEN HUNT JACKSON.



I KNOW a land where the streets are paved  
 With the things we meant to achieve ;  
 It is walled with the money we meant to have saved  
 And the pleasures for which we grieve ;  
 The kind words unspoken, the promises broken,  
 And many a coveted boon,  
 Are stowed away there in that land somewhere—  
 The land of " Pretty Soon."

There are uncut jewels of possible fame  
 Lying about in the dust,  
 And many a noble and lofty aim  
 Covered with mold and rust ;  
 And O, this place, while it seems so near  
 Is farther away than the moon ;  
 Though our purpose is fair, yet we never get there—  
 The land of " Pretty Soon."

The road that leads to that mystic land  
 Is strewn with pitiful wrecks,  
 And the ships that have sailed for its shining strand  
 Bear skeletons on their decks.  
 It is farther at noon than it was at dawn,  
 And farther at night than at noon ;  
 O, let us beware of that land down there—  
 The land of " Pretty Soon."

—ELLA WHEELER WILCOX.

AND clip it round the edge, and challenge him  
 Whose 'twas to swear to it. To serve things thus  
 Is as foul witches to cut up old moons  
 Into new stars. Some never rise above  
 A pretty fault, like faulty dahlias;  
 And of whose best things it is kindly said,  
 The thought is fair.

—FESTUS.



ONE morn a Peri at the gate  
 Of Eden stood disconsolate;  
 And as she listened to the Springs  
 Of Life within, like music flowing,  
 And caught the light upon her wings  
 Through the half-open portal glowing,  
 She wept to think her recreant race  
 Should e'er have lost that glorious place!

—LALLA ROOKH.



SOUND the loud timbrel o'er Egypt's dark sea!  
 Jehovah has triumphed—his people are free.  
 Sing—for the pride of the tyrant is broken,  
 His chariots, his horsemen, all splendid and brave,  
 How vain was their boasting! the Lord hath but spoken,  
 And chariots and horsemen are sunk in the wave.

—MOORE.



WHAT plant we in this apple tree?  
 Buds, which the breath of summer days  
 Shall lengthen into leafy sprays;  
 Boughs where the thrush, with crimson breast,  
 Shall haunt and sing and hide her nest;  
 We plant, upon the sunny lea,  
 A shadow for the noontide hour,  
 A shelter from the summer shower,  
 When we plant the apple tree.

—BRYANT.

THE stars rush forth in myriads as to wage  
War with the lines of Darkness; and the moon,  
Pale ghost of Night, comes haunting the cold earth  
After the sun's red sea-death—quietless.

—FESTUS.

THE earth was green, the sky was blue ;  
I saw and heard one sunny morn  
A skylark hang between the two,  
A singing speck above the corn ;

A stage below, in gay accord,  
White butterflies danced on the wing,  
And still the singing skylark soared  
And silent sank, and soared to sing.

—C. ROSSETTI.

I HAVE read, in the marvelous heart of man,  
That strange and mystic scroll,  
That an army of phantoms vast and wan  
Beleaguer the human soul.

Encamped beside Life's rushing stream,  
In Fancy's misty light,  
Gigantic shapes and shadows gleam  
Portentous through the night.

And when the solemn and deep church-bell  
Entreats the soul to pray,  
The midnight phantoms feel the spell,  
The shadows sweep away.

—LONGFELLOW.

JUST as of old ! The world rolls on and on ;  
The day dies into night—night into dawn—  
Dawn into dusk—through centuries untold—  
Just as of old.

Lo! where is the beginning, where the end  
Of living, loving, longing? Listen, friend!  
God answers with a silence of pure gold—  
Just as of old.

—RILEY.

OVER the river, on the hill,  
Lieth a village white and still;  
All around it the forest trees  
Shiver and whisper in the breeze,  
Over it sailing shadows go  
Of soaring hawk and screaming crow,  
And mountain grasses low and sweet  
Grow in the middle of every street.

—ROSE TERRY.

THE wise and active conquer difficulties  
By daring to attempt them; sloth and folly  
Shiver and shrink at sights of toil and hazard,  
And make the impossibility they fear.

—ROWE.

THE heathery hills are covered with snow,  
The flakes are floating, and falling slow;  
The tame wee robin is cheeping low,  
Bare hedges give no cover;  
The ice-pond chirps, the cold winds sweep;  
I pity the poor little mountain-sheep;  
So slumber, Baby, slumber and sleep  
Till winter days are over.

—SIGERSON.

WE, the People of the United States, in order to form a  
more perfect union, establish justice, insure domestic  
tranquillity, provide for the common defence, promote the  
general welfare, and secure the blessings of liberty to ourselves  
and our posterity, do ordain and establish this Constitution  
for the United States of America.

—*Preamble to Constitution.*

WHEN, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

*Declaration of Independence.*

THE day is done, and the darkness  
Falls from the wings of Night  
As a feather is wafted downward  
From an eagle in his flight.  
I see the lights of the village  
Gleam through the rain and the mist,  
And a feeling of sadness comes o'er me  
That my soul cannot resist.

—LONGFELLOW.

CHIDHAR, the prophet, ever young,  
Thus loosed the bridle of his tongue :  
I journeyed through a noble town  
With many a mansion fair and good,  
And asked of one who sat him down  
To rest, how long the town had stood.  
He roused himself; 'twas but to say,  
"The town has stood for many a day,  
And will be here for ever and aye."  
A thousand years went by, and then  
I went the selfsame road again.

RUCKERT.

THE accusing spirit that flew up to Heaven's chancery  
with the oath, blushed as he gave it in, and the Recording Angel dropped a tear upon the word as he wrote it down and blotted it out forever.

—STERNE.



ABOU Ben Adhem (may his tribe increase!)  
Awoke one night from a sweet dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold.  
Exceeding peace had made Ben Adhem bold,  
And, to the Presence in the room, he said :  
“ What writest thou ? ” The vision raised its head,  
And, with a look made all of sweet accord,  
Answered, “ The names of those who love the Lord ! ”  
“ And is mine one ? ” asked Abou. “ Nay, not so,”  
Replied the angel. Abou spake more low,  
But cheerily still ; and said, “ I pray thee, then,  
Write me as one that loves his fellow-men.”  
The angel wrote, and vanished. The next night  
It came again, with a great wakening light,  
And showed the names whom love of God had bless'd ;  
And, lo ! Ben Adhem's name led all the rest !

—LEIGH HUNT.





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